DOCUMENT RESUME

ED 439 980 SO 028 843

AUTHOR	Banaszak, Ronald A., Ed.; Khadjenouri, Carol Adair; Laugen, Linda
TITLE	Multidisciplinary Civics Lessons. Teacher's Handbook. Our Democracy: How America Works Series.
INSTITUTION	Foundation for Teaching Economics, San Francisco, CA.; Constitutional Rights Foundation, Los Angeles, CA.
SPONS AGENCY	Pacific Telesis Foundation, San Francisco, CA.
PUB DATE	1991-00-00
NOTE	167p.
PUB TYPE	Guides - Classroom - Teacher (052)
EDRS PRICE	MF01/PC07 Plus Postage.
DESCRIPTORS	Citizen Participation; Citizen Role; *Citizenship; *Citizenship Education; Citizenship Responsibility; *Civics; Grade 8; Grade 9; Instructional Materials; *Interdisciplinary Approach; Junior High Schools; *Law Related Education; Political Science; Public Affairs Education; Social Studies

ABSTRACT

The lessons in this handbook are multidisciplinary, integrating social, legal, economic, and political content presented in new and thought-provoking ways. The lessons may be used in existing courses for grades 8 and 9 or in creating an interdisciplinary course focusing on civic education. The lessons are entitled: (1) "'More Than Just a Set of Wheels': Gearing Up for Car Ownership"; (2) "Jets over the School Yard: A Dilemma for Students in Megalopolis"; (3) "The Battle over EasyStop: Opposing Viewpoints"; (4) "A Day in the Life of the President"; and (5) "Property and Progress." Information also is provided for teaching a multidisciplinary civics course and using "Our Democracy" project. The volume concludes with a summary and three appendices. (Contains 14 references.) (EH)

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OUR DEMOCRACY
Teacher's Handbook

Multidisciplinary Civics Lessons

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A publication in the series

OUR DEMOCRACY: How America Works

Foundation for Teaching Economics
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Table of Contents

Acknowledgements iii

Introduction v

Multidisciplinary Civics Lessons:

- *Lesson One:*
  "More Than Just A Set of Wheels":
  Gearing Up for Car Ownership 1
- *Lesson Two:*
  Jets over the School Yard:
  A Dilemma for Students in Megalopolis 17
- *Lesson Three:*
  The Battle over EasyStop: Opposing View points 57
- *Lesson Four:*
  A Day in the Life of the President 39
- *Lesson Five:*
  Property and Progress 87

Teaching a Multidisciplinary Civics Course 103

- The Our Democracy Project 113

Summary 144

References 145

Appendices:

- *Appendix A*
  Content Generalizations 147
- *Appendix B*
  Our Democracy Publications 158
- *Appendix C*
  Members of the Our Democracy Project Steering Committee 159

Acknowledgements

Many individuals have contributed to this publication. Robert Silver, San Francisco, California, contributed the ideas on school rules that became part of lesson one; Brent E. Heath, Upland, California, contributed the basic lesson idea for lesson two; Steve Trubow, Durango, Colorado, suggested a lesson based on Presidential roles that became lesson three; and William Dickneider, Palm Springs, California, drafted lesson five. Linda Laugen, Woodsland, Texas, helped draft the narrative on multidisciplinary civics instruction that concludes this book. William T. Callahan, Jr., Concord, California, created the original list of concepts and generalizations for another *Our Democracy* project publication, as did Michael Hartoonian for the section on social policy making. The difficult task of editing these lessons could not have been completed without Carol Khadjenouri, Freestone, California. Her diligence and creativity have breathed life into the lessons. Marshall Croddy, of the Constitutional Rights Foundation, assisted with his critiques. The format of this publication is a tribute to Jo-Anne Rosen (WordRunner) who designed and desktop published it. Of course, any faults or shortcomings of these lessons are mine alone.

Special thanks are also due to the Foundation for Teaching Economics and to the Constitutional Rights Foundation for their continuing support that has made this publication possible. A special tribute is due Mr. Jaquelin H. Hume, founder of the Foundation for Teaching Economics, who inspired the creation of the *Our Democracy* project. Jack Hume's love of country and commitment to future generations drove him to find ways to make our economic system understandable for students. His real world, concrete approach to economics through case studies of how common products are made was a precursor to the *Our Democracy* project's multidisciplinary approach to civics. His passing in 1991 was mourned by many. We dedicate this publication as a testimony to his dreams and insights.

Funding for this Teacher's Handbook was provided by the Pacific Telesis Foundation.

Introduction

Welcome to *Our Democracy: How America Works Project* and to this handbook. This project, jointly undertaken by the Foundation for Teaching Economics and the Constitutional Rights Foundation, is designing civics education materials to prepare students for 21st century citizenship. The *Our Democracy* project proposes modifying current civics courses to meet the needs of citizens in an increasingly complex and global society. Traditional approaches to civic education do not adequately prepare students for democratic citizenship in today's world. A multidisciplinary approach—one designed to meet the needs, abilities, and interests of young adolescents—promises to be much more effective in preparing students for their future roles as active citizens.

In order to cope with the increasing demands of modern citizenship, students require a variety of disciplinary perspectives and analytic tools. U.S. citizens simultaneously participate in several distinct, but inter-related systems: a representative government, a market economy, an adversarial system of justice and a social system comprised of a vast network of social institutions and voluntary activities. These systems are separate, but influence one another. They are dynamic, but converge to function as one. Few, if any, real-world issues (poverty, hunger, nuclear weapons, pollution, etc.) are confined in origin or effect to a single system or can be fully understood or resolved from a single perspective.

Effective citizenship requires a holistic and integrated understanding of the political, economic, legal and social systems, from the institutions comprising them to the values underlying them. Helping students make logical connections among our systems is an underlying goal of civic education. The traditional civics curriculum, however, separates these systems into discrete subjects and leaves students to make these connections on their own.

Teachers who support this new multidimensional approach, however, often face an interesting dilemma. Most have been educated in history and political science, but few have any formal training in sociology, law, or economics. Needless to say, many have doubts about their abilities to adequately teach and integrate information from these fields.

An important goal of the *Our Democracy* project is to show teachers that they already have—or can easily obtain—the competencies they need to teach a multidisciplinary civics course. Integrating information about our political, economic, legal, and social systems for eighth and ninth grade students does not require years of additional study or advanced degrees. For most teachers, the more difficult challenge is learning to think and teach in an integrated way. The *Our Democracy* project has produced a number of informative publications (see Appendix B for a list), but this handbook is the principal link between the project's goals and what you do as a classroom teacher.

The lessons in this handbook are multidisciplinary, integrating social, legal, economic, and political content in new and thought-provoking ways. You may use these lessons in your social studies classrooms to stimulate critical thinking and encourage problem solving in your students. You may also want to consider the ways in which the topics are presented and compare these to your current methods of teaching. The multidisciplinary approach taken in the lessons should suggest ways that you might integrate the four content areas in other civics lessons that you teach. The activities for each lesson have been designed to match the abilities, needs, and interests of eighth- and ninth-grade students.

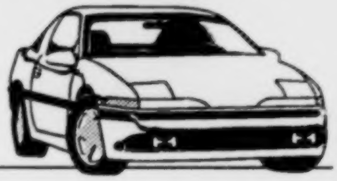
The chapter following the lessons provides a rationale and description of the *Our Democracy* project approach to civics education. While you do not need to read it to use the lessons, it will be helpful if you decide to revise your civics course.

We hope you find this handbook stimulating and helpful to you as you teach your civics students about our democracy.

Lesson Plan 1

from the Our Democracy: How America Works Project
Foundation for Teaching Economics
Constitutional Rights Foundation

"More Than Just A Set of Wheels": Gearing Up for Car Ownership



Overview

As students focus on the decisions to be made, the steps to be taken and the impact and implications of buying and owning an automobile, they will learn that both these actions entail a complex involvement in society. They will discover that beyond simply the selection and the subsequent ownership of a "set of wheels" people are impacting and being impacted by what could be called other wheels (or systems) within the society. An activity, for example, such as car ownership, is impacted by the political, legal, economic and social systems in the society.

Part One of this lesson focuses on Maria, a sixteen-year-old high school student, who wants to buy her first car. She soon learns that beyond just considering a "set of wheels," she must consider other wheels (or systems) within the society. For example, Maria must think about the laws that impact car ownership and driving itself (legal system), the personal cost of car ownership (economic system), the cost to society of this ownership (social/economic systems), and learn which governmental agencies handle registration and driver's licenses (political system). Maria must also confront family rules (social system) on such issues as the driving of friends to parties or the hours of use on school nights.

This opening lesson through various activities will introduce students to the concept that they too, as members of society, are also participants in the four systems—political, legal, economic and social.

In Part Two of this lesson, students will have an opportunity to apply their knowledge about the four systems to a case study about rules and regulations at a middle school. They will discover through discussions and written activities that school rules not only involve the students, but also raise issues beyond the school that impact on the political, legal, economic and social systems of the larger society.

Instructional Objectives

Students will:

- Define political, legal, economic and social systems.
- List examples that demonstrate how the purchase and ownership of an automobile impacts political, legal, social and economic systems.
- Identify and generalize about the possible consequences of a set of school rules and regulations.
- Analyze from a case study how school rules also involve the legal, political, social and economic systems.

SUGGESTED USE: Introductory unit in a civics course (use as an introductory lesson to the four systems and to demonstrate how all individuals in the society take part in these systems.)

TIME REQUIRED: two to three class periods

Major Concepts

Civic participation	Involvement in the society; individuals in their role as citizen actively taking part in the political, legal, economic and social systems.
Political system	The political system involves policies and procedures connected with the government. It deals with questions such as: Who rules? Why? Who gets what resources? And what social values will be implemented? A major component of this system is the authority of government to act and the power to enforce its laws. In a democracy this power and authority comes from the people, and is usually established by a written constitution.
Legal system	For purposes of background for this lesson, a discussion of the legal system could include an understanding of what is a law. (A law can be thought of as any written rule prescribed by the authority of the government.) However, "common law" in the United States is "unwritten law" developed over the years through custom and tradition. Most important, common law changes over time to suit the changing attitudes and needs of the community. In the Springville Middle School case study (Part II of the lesson), for example, students are asked to examine laws/rules that reflect the school community's attitudes and needs. The Code of Conduct and Dress Code for Students in the case study can also be seen as a

student Bill of Rights. This is not only because it describes specific student rights, but also because it involves such actual Bill of Rights issues such as freedom of speech and the right to privacy.

Economic system

Economics is traditionally thought of as the study of the production, distribution and the use of income for the consumption of goods or services, or material public welfare. The first part of the lesson focuses on the possible use of income to purchase an automobile. Thus, this aspect of the consumption of goods could be stressed. Students could be asked to discuss the various choices people have for spending their money, and the trade-offs each person must make when there is a limited amount of money to spend.

Social system

The social system relates to the life, welfare and relations of individuals in their community and in society in general. The case study of Springville Middle School in the second part of the lesson, for example, describes a variety of social systems: the clubs, the school administration, the school board and student body. Each of these groups has its own interests and priorities. However, each of these systems must operate in harmony for the school to function and learning to occur.

Materials

A copy of the following for each student:

- ☐ Student Handout 1-A *(Dear Dad, I'm Ready To Buy a Set of Wheels).*
- ☐ Student Handout 1-B *(Another Set of Wheels—Chart on the Four Systems.)*
- ☐ Student Handout 1-C *(A Case Study: Things Have Gone Too Far at Springville Middle School.* This handout includes the *Code of Conduct and Dress Code for Students at Springville Middle School.)*
- ☐ Student Handout 1-D *(What are the Consequences? What are the Issues?)*
- ☐ Other Materials

  Sample classified advertisements for automobiles from daily newspaper

Procedure

Part I

1) Begin the lesson by distributing or showing the classified sections of newspapers that list automobiles for sale. Ask students who might be interested in looking at this section of the newspaper? Responses will include "me," a car buyer, someone wanting to know how much their car might be worth, etc.

2) Tell students that in today's lesson they will learn about Maria, a sixteen-year-old high school student who wants to buy a car. Maria learns that besides just looking through newspaper advertisements and visiting used car lots in order to find a car, she has to consider many other things.

3) Ask students to jot down some of their own ideas about what things they might consider if they were to buy a car. Students should save their lists to use when they complete Student Handout I-B, *Another Set of Wheels—Chart on the Four Systems.*

4) Distribute Student Handout I-A, *Dear Dad, I'm Ready to Buy a Set of Wheels.* Ask students to read this handout and be prepared to discuss its contents. The handout begins with a letter from Maria to her father asking his permission to purchase an automobile. His response includes a request that, before he gives an answer, that she consider what is actually involved in car ownership.

5) Review the components of Student Handout I-A by beginning with the contents of the two letters (Maria to her father and his response to her). Sample questions that can be asked about Maria's letter to her father:

   - Why does Maria think her father should be proud of her? (Saving her earnings)
   - What does Maria mean when she writes, I'm almost ready to buy a "set of wheels—not two but four?" (She is ready to buy a car and not something with two wheels like a bicycle.)
   - What does she want from her father? (His permission to buy a car.)
   - What else does she discuss in her letter (Model and color car she would like, the classified ads, etc.)

   Sample questions that can be asked about the father's letter to Maria:

   - Does her father give Maria permission to buy a car? (No, but it wasn't a clear, definite rejection of her request. He asks her to consider some other things.)
   - What does he want Maria to consider? (The other wheels or systems in the society that impact on her buying and owning a car.)
   - How does he suggest she do this? (To recall what she learned in her Springville Middle School civics class about the four systems.)

- Why do you think Maria will or will not get permission to buy a car? (Answers will vary.)

6) Review with students Maria's Next Steps (item 3 on Student Handout 1-A). As part of this review, assist students to define the four systems in their own words and to give examples. As students complete the work required on the chart on Student Handout I-B, the concepts about these systems will become clearer to them.

7) Distribute Student Handout I-B, *Another Set of Wheels—Chart on the Four Systems.* Tell students that they can "help Maria" by completing this chart. They will also be helping themselves, when and if they ever consider car ownership, by knowing what is involved. Ask students to think about all the ways that car ownership involves the four systems. Students can refer back to some of the ideas they jotted down at the beginning of the lesson. (See item 3 of this procedure section.)

   NOTE: This chart activity can also be done as a cooperative group activity or as a total class activity in which the list is brainstormed by all students and recorded by the teacher on the blackboard.

8) After students complete the class or individual charts, review their responses and the placement of various ideas under the four systems. Students should be told that some responses can be listed in several categories. (For example, insurance might relate to the political, legal, economic or social systems. The chart, when completed by the students, might include some of the following:

Another Set of Wheels
A Sample Chart

Political	Legal	Economic	Social
• Must be involved with the state government office that registers cars.	• Must know laws related to driving (such as speed limits) • Must be familiar with laws regarding car registration.	• Need to work part time in order to buy gas and oil. • Owning a car might mean giving up other purchases (clothes, gifts, etc.).	• Need to follow school rules about where to park. • Must follow family rules regarding use of car.

9) Summarize the responses and suggest to students that all of their actions impact to a greater or lesser degree all the systems. Tell students that what occurs at schools also relates to these systems. Inform students that the next part of the lesson will look at a middle school, its rules and regulations for conduct and dress and how the four systems are impacted.

Part II

10) Begin the lesson by telling the class they will be studying a situation involving a new dress code and codes of conduct for Springville Middle School students. Explain to students that although Springville is fictional, controversies around dress codes and school rules are very real and have occurred in many cities in this country. Distribute Student Handout 1-C, *A Case Study: Things Have Gone too Far at Springville Middle School.* This handout also includes ten rules for conduct and dress. Ask students to read this case study. (If more appropriate, the teacher can read the case study to the students.)

11) Review with students the situation at Springville Middle School by asking them to recall several things they remember about the case study. In abbreviated form, write their responses on the board. Ask students, what was Ms. Snowden's solution to problems at the middle school? (She was going to institute a new dress code and code of conduct for all Springville students.) Ask students to review the ten rules on the handout. Encourage students to jot down their feelings about these rules.

12) Conduct a discussion after students have read the case study and reviewed the set of rules on Student Handout 1-C. The discussion can be based on some of the following questions:

    - How would you feel if this happened at your school?
    - How would you respond?
    - Which rules are the worst?
    - Which rules seem reasonable? Why?
    - Can the principal really do this?
    - Instead of these rules, what could Ms. Snowden have done? How?
    - If these rules are enforced, what are the consequences?
    - Would your parents like this set of rules?

13) Discuss with students that this situation at Springville Middle School can also be viewed as one where the rules and regulations also brought up political, legal, economic and social issues. They should begin to think how and give some examples.

14) Distribute Student Handout 1-D, *What are the Consequences? What are the Issues?* to each student. Ask them first to write down what might be the consequences of these new rules at Springville (e.g., the consequences of banning social clubs). Help students to realize that some of these rules will affect more than just the students (e.g., parents will have to buy new school clothes to replace the jeans, etc.).

    On this handout students are also asked to determine if the rules involve either a political, economic, social or legal issue, or some combination of these issues. If necessary, the teacher should review with students some of the background information listed below on the four systems.

☐ **POLITICAL SYSTEM.** The political system involves policies and procedures connected with the government. It deals with questions of "Who rules?" "Why?" "Who gets what resources" and "What social values will get implemented?" A major component of this system is the authority of government to act and the power to enforce its laws. In a democracy this power and authority comes from the people, and is usually established by a written constitution.

☐ **LEGAL SYSTEM.** For purposes of background for this lesson, the discussion should include an understanding of what is a law. (A law can be thought of as any written rule prescribed by authority of the government.) However, "common law" in the United States is "unwritten law" developed over the years through custom and tradition. Most important, common law changes over time to suit the changing attitudes and needs of the community. In the Springville Middle School case study, students are asked to examine laws/rules that reflect the school community's attitudes and needs. The Codes of Conduct and Dress Code for Students in the case study can also be seen as a student Bill of Rights. This is not only because it describes specific student rights, but also because it involves such actual Bill of Rights issues such as freedom of speech and the right to privacy.

☐ **ECONOMIC SYSTEM.** Economics is the study of the production, distribution and the use of income for the consumption of goods or services, or material public welfare. Students could be asked to discuss the various choices people have for spending their money, and the trade-offs they must make when there is a limited amount of money to spend. What, for example, is a possible trade-off a student will make by paying or not paying dues to have a club membership? (e.g., gave up club membership for C.D. player)

☐ **SOCIAL SYSTEM.** The social system relates to the life, welfare and relations of individuals in their community and in society in general. The case study of Springville Middle School has described a variety of social systems: the clubs, the school administration and the student body. Each of these groups has its own interests and priorities. However, each of these systems must operate in harmony for the school to function and learning to occur.

15) Discuss students' responses to the assignment, Student Handout 1-D, *What are the Consequences? What are the Issues?* Ask students to consider for each rule:

- What might be the political consequences of this rule?
- What might be the legal consequences of this rule?
- What might be the economic consequences of this rule?
- What might be the social consequences of this rule?

Assist students to understand how in a democratic society, the four systems interconnect. Students should be made aware that an action within one system will have a ripple effect on the others. Ask students to think of an action within one system in the Springville case study that could possibly influence another system. For example, a parent of one of the students could find the principal's school rules (social system) impacting the student's right of freedom of speech (legal system). When students have completed this handout, they will have discovered that the ten items in the Code of Conduct and Dress Code each contain issues related to all four systems. They might also discover that trying to achieve a goal within one system can have an adverse or positive impact on the goals of the other systems.

Evaluation

1) Assess how well students participated in class discussions and the brainstorm activity.

2) Evaluate students' responses to Student Handout 1-B (*Another Set of Wheels—Chart on the Four Systems*).

3) Evaluate students' responses to Student Handout 1-D *(What are the Consequences? What are the Issues?)*

4) Evaluate students' ability to apply the four systems to an event or action in their own or in their family's life.

Extended Activities

1) Have students make a chart listing both the costs and benefits of car ownership. Assist students to understand what is given up for car ownership. (The opportunity cost.)

2) Ask each student to bring to class one article that discusses an issue that is a concern to them (e.g., minimum wage, a vote on a proposed new sports stadium, local ban on dirt bikes in county parks, proposed warning labels on record/CD covers). You may want to give the students several days to find articles that would be of interest to them. Discuss the articles students bring to class. Assist the students to discover the political, legal, economic and social implications of the issues raised in each article.

Student Handouts

for

Lesson One

"More Than Just a Set of Wheels": Gearing Up for Car Ownership

Student Handout 1-A

Dear Dad, I'm Ready to Buy a Set of Wheels

DIRECTIONS TO STUDENTS:

Read the two letters and the information on Maria's Next Steps following the letters. Be prepared to discuss the letters and the steps Maria takes to respond to her father.

1) Letter from Maria to her Father

Dear Dad,

You would be very proud of me, as I have been saving all of my summer paychecks. This money plus what I've saved the last two years means I'm almost ready to buy "a set of wheels"—not two but four. I hope you'll give me permission to buy a car in three months when I turn sixteen. Each day I look in the newspaper at the classified ads to see what I might be able to buy. I think a convertible would be great. Either red or black would be awesome, but a white one would also be fine.

I hope you are well. Please write soon and please say "yes" about the car. I miss you.

Love, your daughter,
Maria

2) Letter from Dad to Maria

Dearest Maria,

Your letter came two days ago and I was very happy to hear from you. I was also pleased to learn that you have been saving all of the money you've made this summer. I know how excited you must be about the possibility of getting your first car. Before buying a "set of wheels," as you say, there are numerous things that you need to consider. You need to think about some of the "other wheels" that make the society go around.

Remember when you were a student at Springville Middle School, you studied about these "other wheels." The civics teacher called these wheels systems (the political, legal, economic and social systems). Before I can consider giving my permission for you to buy a car, I want you to realize what is involved. Take a look at the four systems (the other four wheels). Think about how these four systems impact on your buying and owning a car.

In your next letter tell me what you've discovered about these systems (the other wheels). Also, let me know how much you've saved so far. I miss you very much and I'm planning to be back in town before your birthday.

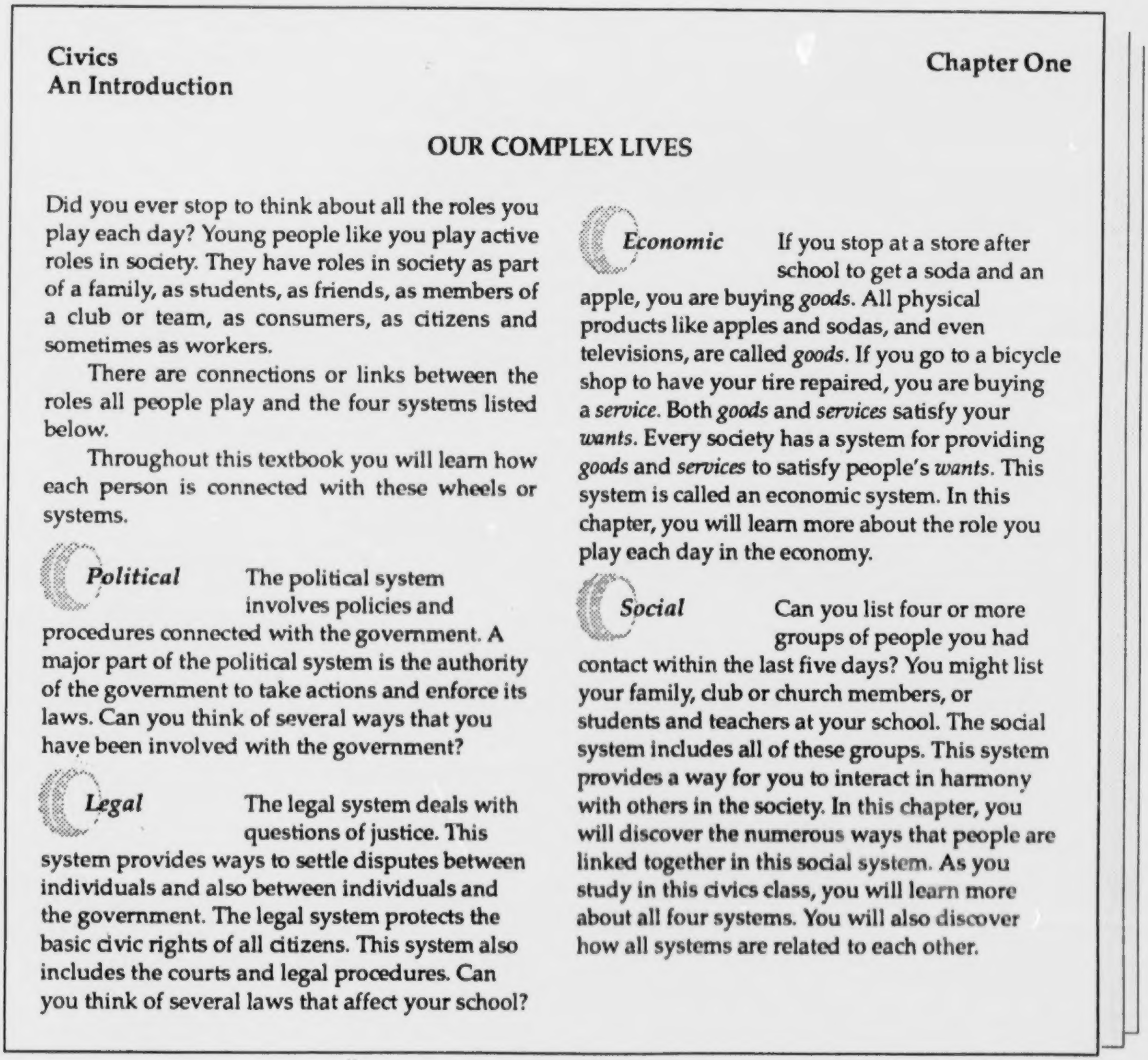
Love
Dad

3) Maria's Next Steps

After Maria read her father's letter, she thought to herself, "Well, he didn't say no and he didn't say yes, and so there's hope for getting his permission to buy a car." Maria started thinking about the systems and wondering why her Dad always had to make things complicated.

Next, Maria looked through the textbook from her civics class at Springville Middle School and found the "four wheels" or systems her Dad mentioned in his letter. The four systems were listed: **political, legal, economic** and **social**. They were all defined too. Now all Maria had to do was "gear up" and make the connections between the four systems and the buying and owning of a car. Can you help Maria make these links? Can you help her write a letter to her father explaining the connections between the four systems and the buying and owning of an automobile?

A page from Maria's Civics textbook.



Civics
An Introduction

Chapter One

OUR COMPLEX LIVES

Did you ever stop to think about all the roles you play each day? Young people like you play active roles in society. They have roles in society as part of a family, as students, as friends, as members of a club or team, as consumers, as citizens and sometimes as workers.

There are connections or links between the roles all people play and the four systems listed below.

Throughout this textbook you will learn how each person is connected with these wheels or systems.

Political The political system involves policies and procedures connected with the government. A major part of the political system is the authority of the government to take actions and enforce its laws. Can you think of several ways that you have been involved with the government?

Legal The legal system deals with questions of justice. This system provides ways to settle disputes between individuals and also between individuals and the government. The legal system protects the basic civic rights of all citizens. This system also includes the courts and legal procedures. Can you think of several laws that affect your school?

Economic If you stop at a store after school to get a soda and an apple, you are buying *goods*. All physical products like apples and sodas, and even televisions, are called *goods*. If you go to a bicycle shop to have your tire repaired, you are buying a *service*. Both *goods* and *services* satisfy your *wants*. Every society has a system for providing *goods* and *services* to satisfy people's *wants*. This system is called an economic system. In this chapter, you will learn more about the role you play each day in the economy.

Social Can you list four or more groups of people you had contact within the last five days? You might list your family, club or church members, or students and teachers at your school. The social system includes all of these groups. This system provides a way for you to interact in harmony with others in the society. In this chapter, you will discover the numerous ways that people are linked together in this social system. As you study in this civics class, you will learn more about all four systems. You will also discover how all systems are related to each other.

Student Handout 1-B
Another Set of Wheels
Chart on the Four Systems

Name ______________________________ Class ______________________

DIRECTIONS:

In the spaces below, please list the ways that buying and owning a car relates to the four systems. One example has already been listed under each system.

Political	**Legal**	**Economic**	**Social**
• Must be involved with the state government office that registers cars.	• Must know laws related to driving (such as speed limits)	• Need to work part time in order to buy gas and oil.	• Need to follow school rules about where to park.

Student Handout 1-C
A Case Study: Things Have Gone too Far at Springville Middle School

"Things have finally gone too far," exclaimed Ms. Tina Snowden, Principal of Springville Middle School. "Something has got to be done, and done right now!" That morning three students were sent to her office for listening to music on their Walkmans during class. Two of the students came from Mr. Martin's health class, where he was showing a lengthy film on good posture. The other student was listening to cassettes during Ms. Bass's swimming class.

During the first few years Ms. Snowden was Principal of Springville Middle School, she saw very few disciplinary problems. Then the clubs began. The first club to be formed was the "Iron Dudes." The Iron Dudes was composed mostly of students from the various sports teams, like football and soccer. They held meetings on Saturday afternoons and often went together to the Springville Mall once club business was completed.

The Clubs

Soon many other clubs sprung up; the "Super Sisters," "Fashion Plates," "Dirt Bikers" and "Out Casts," to name just a few. Before long, members of each club were wearing club jackets to school and putting their club colors and logos onto their tee shirts and sweat shirts. After a while, anyone could tell, even from a distance, who belonged to what club, and who belonged to no club at all.

Many of the teachers objected to the way some of the students dressed for class. In addition to club jackets and shirts, other students wore tee shirts with images from their favorite rock and roll or heavy metal band printed on the front. These tee shirts, along with torn blue jeans and unlaced tennis shoes, soon became a very popular style of dress at Springville Middle School. "I won't tolerate it," howled Mr. Reyes, "not in my class! Students who dress smart think smart. That's my motto." Other teachers had the same attitude as Mr. Reyes.

Thrashers and Ten Speeders

One day about six months ago, Ms. Snowden was called to the cafeteria to break up a scuffle between members of the "Thrashers," a club for skateboarders, and the "Ten Speeders," students who rode their bikes to school. A Thrasher and a Ten Speeder had collided in the school yard. Each had accused the other of doing it on purpose. The fight in the cafeteria was the result of many months of tension between the two clubs.

Before long, various clubs staked out certain parts of the cafeteria and the school yard as their own. Students who did not belong to a club often found that where they could sit or socialize at school was limited by one club gathering or another. Some of the students who did not belong to clubs even complained to Ms. Snowden. Some students told her about getting teased and bullied because they did not belong to a club, or because they could not afford to pay the weekly dues which some of the clubs required for membership. "No pay, no play," was a common rule for club membership. The dues collected went for parties and to buy more club shirts and jackets.

"Enough is enough," thought Ms. Snowden one day on her way home. "I'm going to change this unhappy situation at Springville Middle School once and for all. I'm going to institute a new dress code and code of conduct for all Springville students."

Student Handout 1-C,
Code of Conduct and Dress Code for Students at Springville Middle School

1) No social clubs allowed. Students may only be members of clubs approved by the principal and supervised by a teacher, such as the Math Club or the Chess Club.

2) No writing or pictures permitted on any tee shirts or sweatshirts. This includes names of clubs, rock and roll bands, sports teams, logos, or written messages of any kind. However, shirts with the school name and logo may be worn.

3) No blue jeans.

4) No torn clothing (even if bought in that condition).

5) No athletic shoes except during physical education class. Laces must be tied when street shoes are worn.

6) No skateboards on school grounds.

7) No Walkman radios or cassettes. This includes in class, in the halls, or anywhere on school grounds. This rule is intended for safety as well as for discipline.

8) No bicycles allowed unless students live at least one and one-half miles from the school. Spaces for bicycles will be limited to those students who get advance approval from the principal.

9) No saving seats in the cafeteria or at sporting events for more than one other person.

10) No fighting. Violation of this rule will result in immediate suspension for five days.

Ms. Tina Snowden
Principal
Springville Middle School

Student Handout 1-D,
What are the Consequences? What are the Issues?

Name ______________________________ Class ______________________

DIRECTIONS:

(1) Read each of the rules on the Student Handout 1-C, *Code of Conduct and Dress Code for Students at the Springville Middle School.* (2) Write down in the space provided, what might be the consequence of each new rule. Keep in mind how each rule could affect students, their parents, the teachers and others in the city of Springville. (3) Write why you think each rule involves one of the following issues or a combination of these issues:

The Issues	
• a political issue	• an economic issue
• a legal issue	• a social issue

1) NO SOCIAL CLUBS. ***The Consequences.*** ______________________________

____

____

The Issues. ____

____

2) NO SHIRTS WITH WRITING. ***The Consequences.*** ______________________

____

____

The Issues. ____

____

3) NO BLUE JEANS. ***The Consequences.*** ______________________________

____

____

The Issues. ____

____

4) NO TORN CLOTHING. ***The Consequences.*** ___________________________

____

____

The Issues. ____

____

5) NO ATHLETIC SHOES. ***The Consequences.*** ______

The Issues. ______

6) NO SKATEBOARDS. ***The Consequences.*** ______

The Issues. ______

7) NO WALKMAN RADIOS. ***The Consequences.*** ______

The Issues. ______

8) NO BICYCLES. ***The Consequences.*** ______

The Issues. ______

9) NO SAVING SEATS. ***The Consequences.*** ______

The Issues. ______

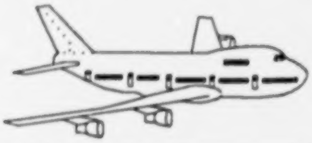
10. NO FIGHTING. ***The Consequences.*** ______

The Issues. ______

Lesson Plan 2

from the Our Democracy: How America Works Project
Foundation for Teaching Economics
Constitutional Rights Foundation

Jets over the School Yard: A Dilemma for Students in Megalopolis



Overview

Democracy can not last long when its people are not involved and participating. By staying informed, voting, and influencing policy, citizens help shape the rules that control their lives. This lesson explains the need for participation, explains the functions of interest groups and involves students in a simulated public hearing.

A number of U.S. cities and towns outside of large metropolitan areas are reviving airports once abandoned as too small. This lesson presents a scenario where such an event has occurred with the reopening of the Megalopolis Regional Airport. This airport is located a mile from the city's only middle school. Each day, students at Megalopolis Middle School are confronted by the on-going noise of jets as they take off and land. In this lesson students will discover how Megalopolis Middle School and others in the community, through the public hearing process, confront the range of issues that surround the growing Megalopolis Regional Airport.

Instructional Objectives

Students will:

- ☐ Understand the importance of citizen participation in a democracy.
- ☐ Provide written evidence supporting the position they favor on the airport dilemma.

- ☐ Brainstorm examples of different types of ***public hearings*** (e.g., environmental, education, health and welfare, utilities rate setting, defense, family, and transportation issues).
- ☐ Participate in a Megalopolis City Council hearing process.

Major Concepts:

Citizen participation	individuals in their role as citizens actively taking part in the political, legal, economic and social systems
Democracy	government by the people; a government in which the supreme power is vested in the people and exercised by them directly or indirectly through a system of freely elected representatives
Interest group	a group of individuals who share a similar interest and opinion on an issue and attempt to influence public policy
Public hearing	a special meeting held to receive sworn testimony on a case
Tolerance	permitting without hinderance the expression of opinions that differ from one's own or one's group

Related Concepts

Noise pollution	loud, unpleasant sounds that detract from productive human activity
Air pollution	discharging of waste materials into the air

SUGGESTED USE: This could be used in a civics/government unit dealing with local government or citizen action, and whenever the topics of interest groups or public hearings are taught.

TIME REQUIRED: Three class periods.

Materials

A copy of Student Handouts 2-A *(Participating in Public Hearings)*, 2-B *(Summary of Positions: Jets over the School Yard)*, 2-B, Part 2 *(What Do You Think?)* and 2-C *(The Public Hearing)* for each person in the class. Student Handout 2-D *(Role of City Council President)* is limited to students participating in actual hearing. *Optional material:* audio tape of airport sounds (planes taking off and landing), used to dramatize the noise situation at Megalopolis Middle School.

Procedure

DAY ONE:

1) Give students Handout 2-A *(Participating in Public Hearings)*. Ask them to read it and answer the first four questions. Students may answer the questions individually or in small cooperative groups. After they have written their answers, discuss the reading and their answers stressing participation, public hearing and interest group.

2) Tell students that there are a wide range of public hearings, thus allowing citizens to participate in decision making on many of society's issues. Have students brainstorm and fill in examples on this handout of different types of ***public hearings.*** This activity may be done cooperatively or as a whole class. Give students the opportunity to share the examples they have brainstormed. Potential student answers include:

Environmental	airport noise, trash burners, waste disposal, water and air quality
Utility	rate increases—telephone, gas and electric
Education	sex education, textbook adoption, boundary changes, book banning and introduction of new curriculum
Health & Welfare	AIDS, abortion, homelessness, hunger and drugs
Defense	SDI, new programs, such as the Stealth Bomber, and increase or decrease in military spending
Family	home schooling, TV violence and child care
Transportation	air safety, freeways, rapid transit and terrorism

3) Discuss with students that they will have an opportunity during the next class session to take part in a public hearing on the Megalopolis Middle School dilemma.

4) Ask for volunteers and/or select 12 students to give testimony at the hearing (3 students for each of the 4 positions). Also, choose the City Council president who will preside over the meeting. The teacher should also select 2-3 City Council members who will sit with the president, take notes and be prepared to ask questions of the various speakers after all testimony is given. (NOTE: Before the actual hearing, the teacher should meet with all participants to review their testimony and/or their role in the hearings.) Student Handout 2-C *(Role of City Council President)* should be give to the selected students prior to the public hearing. Their responsibilities are outlined on this handout. The City Council president should also receive a copy of the *Oath Statement* (Student Handout 2-D). This will be signed by all speakers during the public hearing.

DAY TWO:

1) Ask students if they have ever been to an airport, or if more appropriate, when was the last time they were at an airport? What do they recall about their experience at the airport? (e.g., busy, crowded, noise of people, confusion, noise of jet engines) If available, play a short segment of tape of jets taking off and landing.

2) Ask students to describe the noise of planes during take off. Next ask why do people working on runways and in the hangars wear earplugs? (Noise is harmful, noise pollution, safety, dangerous to ears, required.) How far does the noise of jets carry? (Answers will vary.) What would it be like to live close to an airport? (noisy, dangerous, convenient)

3) Tell students that they are going to learn about some students in Megalopolis who attend a middle school that is located just a mile from the town's regional airport. These students have a big dilemma. They attend the only middle school in the town, but because of the school's proximity to the airport, they hear almost constant noise from the planes. Often as many as three hours of the school day are disrupted by the noise pollution caused by the jets.

4) Organize the students into small groups and ask them to imagine the situation at Megalopolis Middle School. In their groups students should brainstorm and list how they think the students would be affected by this constant noise. After they have made their lists, have one student from each group report. Record their responses on the board and discuss them. Their lists, for example, might include:

Possible Effects of the Noise from the Airport on Megalopolis Middle School

hard to hear teachers' instruction
not safe
too noisy in school yard
building vibrates
irritable teachers
no school spirit
no performances or assemblies

windows rattle
can't concentrate
poor test scores
afraid of accidents
worried parents
poor attendance at sports events

5) Point out to students that there are others in the city of Megalopolis who are also involved in the controversies surrounding the regional airport. In fact, numerous citizens have requested a public hearing be called by the Megalopolis City Council.

6) Distribute Student Handout 2-B *(Summary of Positions.)* Tell students that this handout will help clarify for them the situation at Megalopolis Middle School. Reinforce that there are other groups in the city involved in the airport controversy. All of these groups will have an opportunity to testify at the hearing.

On Handout 2-B a brief summary is presented of the various positions of three groups: a) the Citizens for a Clean Environment, b) the Megalopolis Airport Authority and c) the Megalopolis Economic Development Association. Direct students to develop their own position for the Megalopolis Middle School Association (a group of parents, teachers and students). Ask a number of students to summarize the position they developed for the Megalopolis Middle School Association. (This discussion will assist the teacher to select students to speak to that position at the hearing.)

7) Ask students to complete Part 2 of Handout 2-B *(What Do You Think?)* On this handout, students will select one of the four positions to evaluate. They will also state their case for the position they selected (e.g., the Megalopolis City Council, etc.). Some of the students will have an opportunity to present their cases at the hearing.

8) Allow students the opportunity to develop written arguments supporting the position they favor. This can be completed either individually, in pairs, or in cooperative groups. Stress that there is no right answer. Students are to select the position they favor the most. Students should also prepare to share their positions at the public hearing.

Possible Student Responses

THE POSITION OF THE MEGALOPOLIS CITIZENS FOR A CLEAN ENVIRONMENT

a) Why did you choose this position?

- I like the idea of suing the local airport authority.
- A clean environment must be a priority issue.
- It sounds the best. It makes sense.

b) What are two strengths of the position you have chosen?

- A plan has been presented that deals with environmental issues (e.g., pollution).
- A definite action has been threatened by this group.

c) What are two weaknesses of the position you have taken?

- Is it really possible for the airport to function without polluting?
- The proposed lawsuit could be just an idle threat.

d) What might you say that would convince the City Council your position is the right one?

- The environmental needs in this community should take priority over everything else. Action needs to be taken that will be quick and permanent. The quality of our community depends on a life without pollution.

THE POSITION OF THE MEGALOPOLIS AIRPORT AUTHORITY

a) Why did you choose this position?

- I like the idea that the Megalopolis Regional Airport Authority is doing everything it can to solve this problem.
- The needs of the airport are equally important to the needs of kids.
- It sounds the best. It makes sense.

b) What are two strengths of the position you have chosen?

- This position allows flexibility. Airport sound is being monitored, flight scheduling is being revised and the airlines are being asked to use quieter jets. There is always room for improvement.
- The Megalopolis Regional Airport Authority is willing to work with the school to improve this problem.

c) What are two weaknesses of the position you have taken?

- This is not a permanent solution. It buys time and flexibility but does not solve the problem.
- Time and community pressure are against you. What if the Megalopolis Citizens for a Clean Environment files suit?

d) What might you say that would convince the City Council your position is the right one?

- We are doing everything in our power to alleviate this problem. We realize that children are involved. We understand the concern of parents and school officials. We believe the solution to this problem is found in all groups working together. All parties in this disagreement must give a little. Threatening litigation only compounds the problem. Let the Megalopolis Regional Airport Authority continue the policies we have initiated to solve this problem and through time improve the learning conditions of Megalopolis Middle School students. Money is not the solution.

THE POSITION OF THE MEGALOPOLIS ECONOMIC DEVELOPMENT ASSOCIATION

a) Why did you choose this position?

- This proposal looks to the needs and future of the community.
- I like the idea that the school would be moved.
- It sounds the best. It makes sense.

b) What are two strengths of the position you have chosen?

- Moving Megalopolis Middle School offers a definite solution to the problem of airport noise pollution.
- The benefits of moving Megalopolis Middle School would offer positive economic incentives to the community for years to come.

c) What are two weaknesses of the position you have taken?

- Moving the middle school is a drastic solution. It involves many details that will take time and study to make it work successfully.
- This solution looks like a developer's idea to exploit the economic potential of land close to the airport. Also, who will pay for moving the school?

d) What might you say that would convince the City Council your position is the right one?

- This problem is in need of a clear solution that will resolve all issues raised by the Megalopolis Middle School Association and the Megalopolis Citizens for a Clean Environment. Our solution does just that. Finding available land for moving the school would not be a problem. Drawing up plans for a new school facility would take time but the positive impact of the move would be lasting. The land the school is constructed on could be sold to help defray the cost of a new school facility. This is a win-win solution. All parties will benefit from our solution with no need for a lawsuit and litigation that could cost the community millions of dollars.

9) Select four or five students who chose the position of the Megalopolis Middle School Association to work together and reach a consensus on their viewpoint. They should report to the whole class on their work (Day One or Day Two of the lesson). Students should refer back to the Megalopolis Middle School Association position they wrote on Student Handout 2-B and to their responses to the Position Evaluation Questions (Student Handout 2-B, Part 2, *What Do You Think?*)

DAY THREE:

1) Before class, set up the room with a front table where the City Council president and the two City Council commissioners can sit. Another desk or lectern should be set up where students will stand to give their testimony.

2) Begin the public hearing on the Megalopolis Regional Airport using the procedures outlined in Student Handout 2-C, *The Public Hearing*. As students are called forward by the president to speak, they should begin by identifying themselves. Next, right at the beginning of their four-minute presentation, students should clearly state their position.

3) At the conclusion of all testimony the City Council members and/or president can ask questions to clarify the various testimonies that were given. Remind students that at the hearing, input is given and a decision will be made at another time.

4) At the conclusion of the public hearing, students should debrief the activity through a large group discussion. Use the following questions to guide the discussion:

   a) What is the purpose of a ***public hearing?***

      - The purpose of a ***public hearing*** is to give citizens the opportunity to give sworn testimony at a special meeting on an issue facing their local community. This special meeting provides input on the issue being studied and allows interested advocates the chance to publicly express their feelings.

   b) What is an interest group? How did you behave like an interest group?

      - A group of individuals who share a similar interest and opinion on an issue and attempt to influence public policy. Similarities include forming a group with a shared opinion on public policy, preparing a position statement and testifying at a public hearing.

   c) Which group's position did you favor after the public hearing? Why?

      - Answers will vary widely in response to this question. The teacher should accept any student answer that is clearly stated with cogent reasons why they support the position.

   d) Review with students the four systems—political, legal, economic and social. Ask students to think about "Jets over the Schoolyard: A Dilemma for Students in Megalopolis" and the testimonies of various groups (e.g., the city council, economic development group). Ask students to determine how the four systems (legal, political, economic and social) were impacted by this situation in Megalopolis.

Their responses could include:

- Political. Complaints about airport noise were made by the school district to the city council, airport authority, county, state and national representatives. A public hearing was scheduled in response.
- Legal. The school district and a citizens' group threatened legal action if something was not done about the airport noise.
- Economic. The economic potential of land immediately surrounding the airport was realized by developers. They wanted the school moved so that they could capitalize on light industry and airport related services. The airport brought jobs to the community.
- Social. The schools cannot function effectively. An average of 175 minutes a day of instructional time is disrupted by airport noise, not including the air and chemical pollution caused by jets. The noise has impacted the education of the town's youth. Local residents living within blocks of the school concur that the noise factor is disruptive to their daily lives.

Extended Activities

1) What are some issues facing your school and/or local community and the problems they currently face? Are there any public hearings likely to be held about these issues?

   ☐ Answers will vary depending upon your local school and community and the problems they currently face.

2) Use the public hearing procedure outlined in this lesson to study other community problems identified by your students, i.e., political, legal, economic and social.

3) Have students do indepth research projects on water, air, noise, or solid waste disposal pollution.

   Review with students the meaning of the concept ***pollution*** and discuss the different types of pollution, including ***water, air, noise*** and ***solid waste disposal.***

   Assist students to organize their research projects to also discuss the political, legal, economic and social issues that are involved.

Evaluation

1) Assess the quality of student participation in class discussions.
2) Evaluate answers on Student Handouts 2-A, 2-B and 2-B, Part 2.
3) Assess the quality of student participation in the public hearing process.
4) Evaluate answers on debriefing session at conclusion of public hearing.

Student Handouts

for

Lesson Two

Jets over the School Yard: A Dilemma for Students in Megalopolis

33

Student Handout 2-A

Participating in Public Hearings

> ***Democracy:** government by the people; a government in which the supreme power is vested in the people and exercised by them directly or indirectly through a system of freely elected representatives*

THE NEED FOR PARTICIPATION

Monica was pleased. She had just convinced her parents to increase her allowance. It was only two weeks ago that she asked them for an increase. Her parents did not say no immediately, but wanted to "think it over." Several days later they told her she could have the increase only if she could convince them that it was needed.

Monica went to work. She talked to her friends and found that most of them had larger allowances than her. She wrote a letter to her parents explaining that and stating she had not had an increase in over four years. She explained how she would use her increased allowance. She even argued that a larger allowance would teach her to be responsible with her money and allow her to add to her savings. Her parents were impressed with her reasoning. They agreed with her and raised her allowance.

Monica had influenced her parents and her life. You've probably participated in making a decision that affects your life. Perhaps you helped set, with your parents, the time you must be home at night, what movies you can see, or, like Monica, how much allowance you receive. Maybe you've helped set some of the rules for your classroom or school. When you did these or similar things, you were helping to set rules that affect your life. Citizens in a democracy do so also.

People in a democracy have a unique advantage, the power to participate in making the governmental decisions that affect their lives. Government touches almost every aspect of our lives, from the official time on our clocks to the sales and income taxes we pay, from the location of a public park to the quality of water we drink. Democracy is based on the wisdom and participation of its citizens and expects that they are the best judges of their own interests.

Being involved in public life is voluntary, but its a responsibility that citizens must accept. Without participation other rights and freedoms provided by democratic government are in danger of being eliminated for leaders will take the power from the people. Rights must be used or they will be lost. Democracy can not last long when its people are not involved and participating. Government by the people will fail when the people are not involved.

WAYS TO PARTICIPATE

There are many ways to participate. Some serve in government, actually becoming public officials either through election or appointment. But only a small number can hold office. Just staying informed about issues and events and discussing them with others is another form of participation that everyone can use. Reading newspapers, books, and magazines and watching television news provides the knowledge citizens need to evaluate suggested proposals. Discussing issues with family and friends provides a forum for citizens to inform each other and influence the ideas and actions of others.

Being informed also prepares citizens to participate more actively. Voting intelligently requires information. Voting is a way for citizens to voice their opinion and support individuals with whom they agree. Often citizens are able to vote on specific issues such as a tax increase, bond issue or express their opinions on an issue. Only citizens who have registered to vote may do so.

INTEREST GROUPS

Between elections individuals participate by voicing their opinions. On the local level they can easily meet with members of the city council, school board or other officials. They may act individually, or they may work together. By working together they gain more power. Government officials will usually pay more attention to a group than to a single person. When they work together, they are known as an interest group. They may be organized into a formal group with a charter and many members or an informal group with a few members. Anyone can be a member of an interest group, even people who are not citizens and are not eligible to vote.

An interest group is held together by the desire of its members to influence the government on a specific topic. If one does not already exist to deal with an issue, it can be easily started. All that is needed is a group of concerned individuals willing to act to influence public policy. The topics of their concern can vary widely. Some may seek more funds for schools, others less money for the military, still others may oppose the building of a large sign at a local shopping area. They can voice a concern, support or oppose suggested legislation or call for the removal of a public official.

One interest group you've probably heard about is Mothers Against Drunk Driving, or MADD. Founded in 1980, MADD has a national office and many local chapters. Its purpose is to change laws to more severely punish individuals caught driving while intoxicated. Members of MADD voiced their opinions in letters, called public officials, appeared before governmental groups and used the press and television to promote their cause. Largely because of its actions, every state has tightened its drunk driving laws. The actions MADD took are typical of what interest groups do to influence policy makers.

PUBLIC HEARINGS

Members of MADD frequently appeared before public hearings and voiced their concerns and desires. Local, state and national governments regularly hold public hearings to give citizens an opportunity to express their opinions on issues. Hearings can be held on any topic. For example, Congress and state legislatures often have hearings to gather information about suggested legislation. The hearings allow interest groups to state how the legislation will affect them. These hearings also allow Congress to test whether public opinion favors the proposed legislation. On the local level, city governments encourage citizens to attend city council meetings and express their opinions.

Interest groups speaking at public hearings usually do what Monica did. They research their position and prepare carefully worded statements that argue their position. These statements are read at the public hearing. Heated debates sometimes result since individuals and interest groups frequently do not agree and voice different opinions.

Rules have been created to keep the public hearing orderly. Though each public hearing has its own rules, they are usually similar to the following:

- ☐ Statements may be given by any person in attendance at the meeting.
- ☐ Testimony is limited in length with a short time allowed for follow-up questions from the board holding the hearing.
- ☐ Each person testifying must wait until he or she is called upon to speak.
- ☐ The board holding the public hearing is only taking input on the issue and is not required to make a recommendation at the end of the hearing.

Government officials listen carefully to all the statements, but they do not have to take the advice of any of the speakers. They must make their own decision.

Public hearings are an important part of how a democracy works. They provide a forum for citizens to use their freedom of speech to express themselves to their elected representatives and to participate in making the decisions that affect their lives.

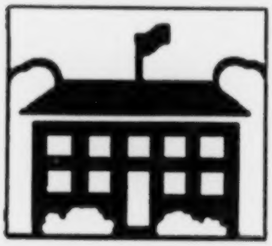
Questions:

1. How have you influenced rules that affect your life?
2. Name three ways people can participate in a democratic government.
3. What is a public hearing?
4. Why are public hearings important in a democracy?
5. Brainstorm examples of different kinds of public hearing that might take place on the following issues:
   - ☐ Environmental
   - ☐ Utilities
   - ☐ Education
   - ☐ Health and Welfare
   - ☐ Defense
   - ☐ Family

Student Handout 2-B

Summary of Positions: Jets over the School Yard

Name ______________________ Class ______________



THE DILEMMA

The only middle school in the City of Megalopolis is the Megalopolis Middle School. This school unfortunately is located only one mile from the Megalopolis Regional Airport. This airport had been closed for ten years but 18 months ago, it was revived and reopened.

Each and every day students at the Megalopolis Middle School hear the loud noises of the many jets that take off and land at this nearby airport. Although the airport is a mile away, students often complain of the noise pollution. Some students joke that their school is on the "runway." One of the algebra teachers, Ms. Quigley, and her students did a one-month study of the amount of jet noise. They discovered on an average school day there was 175 minutes or almost 3 hours of disruptive airport noise heard by the students.

Students, faculty, and parents have called and written letters to the Megalopolis City Council, the local airport authority, and their county, state, and national representatives. As Megalopolis Regional Airport continues to grow, the noise problem seems to get worse. No one really wants to take responsibility for the problem. A ***public hearing*** (a special meeting held to receive sworn testimony on a case) has been scheduled by the Megalopolis City Council to take testimony on the issues. The Council does not have legal control over the way the airport operates. But the Council can make recommendations to other agencies, such as the local airport authority. The four groups who plan to testify at the public hearing are:

- Megalopolis Citizens For A Clean Environment
- Megalopolis Regional Airport Authority
- Megalopolis Economic Development Association
- Megalopolis Middle School Association

SUMMARY OF THE POSITIONS

1 **Megalopolis Citizens for a Clean Environment.** We will sue the City Council and the Megalopolis Regional Airport Authority if action is not taken immediately. We want a quiet community without the pollution of the airport.

2 **Megalopolis Regional Airport Authority.** We are doing everything in our power to alleviate this problem. We are monitoring noise levels continuously at the school, trying to schedule flights more efficiently, and have asked the airlines to use newer jets with quieter engines. We are willing to work with all parties involved to solve this problem.

3 **Megalopolis Economic Development Association.** The economic potential of the land Megalopolis Middle School is built on is unlimited. We recommend that the school be moved so that light industry and airport related services can expand in our city.

4 **Megalopolis Middle School Association.** (a group represented by parents, students and teachers)

YOUR TASKS BEFORE THE MEGALOPOLIS CITY COUNCIL PUBLIC HEARING

Now that you have read the three different positions on the airport issues and discussed the dilemma for students, you have two tasks:

TASK ONE:

Decide what you think should be the position of the Megalopolis Middle School Association and write it above in the space provided. This association consistes of teachers, parents and students.

TASK TWO:

Choose the position among the four you most favor. After selecting a position, use the questions on Part 2 of this handout *(What Do You Think?)* to help you prepare written arguments in support of the position you have taken. Also, be prepared to share your arguments orally in a class ***public hearing.***

Student Handout 2-B, Part 2

What Do You Think?

Name ________________________________ Class ____________________

POSITION EVALUATION QUESTIONS

1) Which of the four positions did you select? Why did you select that position?

2) What are two strengths of the position you have selected?

3) What are two weaknesses of the position you have selected?

4) What might you say that would convince others that your position is the right one?

Student Handout 2-C

The Public Hearing

Name ______________________________ Class ____________________

DEFINITION OF PUBLIC HEARING

A special meeting held to receive testimony on a case.

PUBLIC HEARING PROCEDURE

for the hearing on the Megalopolis Regional Airport

- ☐ Statements may be given by any person in attendance at the meeting within designated time parameters, but no more than three people can speak to one position.
- ☐ Testimony is limited to four minutes in length with one minute allowed for followup questions by the president of the Megalopolis City Council or members of the Council.
- ☐ Each person testifying must wait until he or she is called upon by the City Council president.
- ☐ The City Council president and/or members at this meeting are only taking input on the airport issues and are not obligated to make a recommendation at this time.

Student Handout 2-D

Role of Megalopolis City Council President and City Council Members

Name ______________________________ Class ____________________

PUBLIC HEARING RULES

1) The City Council president will moderate the meeting.

2) Testimony is limited to four minutes. Time is allowed at the end of all testimony for followup questions by the City Council president or members.

3) No more than three people can speak to one position.

4) The City Council president and/or members may react to the testimony heard at the conclusion of the meeting but are not obligated to make any recommendation at this time.

PROCEDURES FOR THE CHAIRPERSON

1) Tell participants the purpose of today's hearing and review public hearing procedures found in Student Handout 2-B *(The Public Hearing).*

2) Take testimony from three parties on each of the following group positions. (You may keep track of who speaks using the blank space below.

a) Megalopolis Citizens for a Clean Environment

1. ____

2. ____

3. ____

b) Megalopolis Regional Airport Authority

1. ______________________________

2. ______________________________

3. ______________________________

c) Megalopolis Economic Development Association

1. ______________________________

2. ______________________________

3. ______________________________

d) Megalopolis Middle School Association

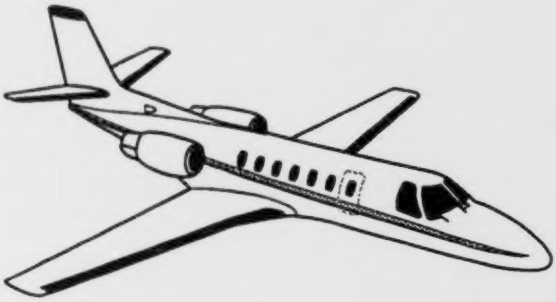
1. ______________________________

2. ______________________________

3. ______________________________

3) Time should be allowed for the City Council president and members to react to the testimony they have heard once all statements have been completed.

4) Thank each participant for giving testimony and also thank the audience for sharing in this important public hearing process.



Lesson Plan 3

from the Our Democracy: How America Works Project
Foundation for Teaching Economics
Constitutional Rights Foundation

A Day in the Life of the President

Overview

The United States Constitution lists certain powers and duties of the President of the United States. According to the Constitution, the President commands the armed forces, interacts with Congress in the legislative arena, makes policy decisions that shape the role of government and the disposition of tax revenues, appoints federal officials, and meets with foreign dignitaries in conducting foreign policy. But the President also plays other roles, not specified by the Constitution. These include party leader, representative of the people, and role model in setting a moral tone for the conduct of business in this country.

In this lesson, students will sample the various duties performed by the President of the United States in the course of a typical day. A day's schedule from the actual calendar of President George Bush gives the students a close-up view of the workings of American government.

Instructional Objectives

Students will:

- ☐ Identify the Constitutional roles of the Presidency and additional functions.
- ☐ Name the branches of the federal government and levels of government with which the President interacts in the performance of all duties.
- ☐ Write a job description for the office of the President of the United States and list the minimal qualifications.

Major Concepts

Commander-in-Chief	The President's role as head of the armed forces
Chief Executive	As the chief executive of the country, the President must take an active role in all phases of the government.
Party leader	The President is also the leader of a political party. The President makes speeches and helps the party raise money for its political campaigns.
Role model	A model of behavior for the country.

SUGGESTED USE: This lesson is suitable for a unit on the power and roles of the President in a civics/government or U.S. history course.

TIME REQUIRED: One class period.

Materials

Copies of Student Handout 3-A, *Powers and Duties of the President* (from the Constitution of the United States), Student Handout 3-B, *Mr. President*, Student Handout 3-C, *A Presidential Day*, and Student Handout 3-D, *A Job Description for the office of the President of the United States*, for each student in the class. Daily newspapers—local and from other cities. News magazines.

Procedure

1. Pass out the copies of Student Handout 3-A, *Powers and Duties of the President* (from the Constitution of the United States). Tell the class that you will ask a few of them to read the paragraphs out loud and that, after the reading, you will ask them to list the kinds of work the President is supposed to do. Write their answers on the board.

2. Group the answers in broad categories that represent "roles" of the President: Commander-in-Chief (military leader), Maker of foreign policy (treaties, appoint ambassadors), Chief Executive (appoint public ministers, commission all officers of the United States, report on state of the union), Appointer of Supreme Court judges, Maker of domestic policy (recommend measures to Congress, execute laws faithfully), and Functionary (receive ambassadors and other public ministers). Briefly explain each category. Ask students what is it that they think a President of the United States really does each day.

3) Distribute Student Handout 3-B, *Mr. President*. Students should read the handout and answer the questions. You may assign this handout as homework. Discuss with students their answers to the questions.

4) Distribute Student Handout 3-C, *A Presidential Day*. The handout includes a sample day in the President's actual schedule. Review the activities of the President starting with the beginning of the day.

5) Ask students to work in small groups and discuss the following questions. (Write questions on the board.)

   ☐ What events might cause the President to make major changes in a day's schedule?

   ☐ How would you change the day's schedule to accommodate a crisis that needed three or more hours of the President's time?

   ☐ What surprised you most about the schedule of the President (February 27, 1990)?

   ☐ Who are the other persons involved in the meetings?

6) Ask students to assign each activity in the schedule to one of the categories derived from the Constitution. Any activities that do not fit a category should be listed in a separate category marked by a question mark (?).

7) Review each category again, then ask the students if the President performs the role alone or with Congress or the Supreme Court. Students should name who else is involved in the President's performance of each role.

8) Look at the miscellaneous category. Ask students to suggest names for the roles the listed activities represent. One possible name is "Representative of the People" to encompass any interaction with the President's constituency. Another possible role is "Model for the Country," for any activities that seem to express some desired moral attribute, such as patriotism, honesty, caring, belief in a free market economy. A third possibility is "Party Leader" to cover activities conducted for the sake of his political party.

9) Assign Student Handout 3-D, *A Job Description for the office of the President of the United States*, as homework. Students should write a job description for the office of the President of the United States. They should look for the minimal qualifications for the job in the Constitution. Ask students to summarize incidents from current newspapers or magazines of the President acting out each of the duties they list.

Extended Activities

Encourage students to call the local City Manager or Mayor's office to request a copy of their one-day schedule. They should then try to match the activities of the local leader to the roles of the President that were listed by the class. They should also identify roles played by the President that are not played by the local leader (e.g., the local leader would not command the militia, appoint judges, or make foreign policy) and roles not played by the President that are played by the local leader (e.g., urban planner).

Evaluation

1) Assess the quality of student participation in class discussions.

2) Evaluate answers on Student Handout 3-B and 3-D.

Student Handouts

for

Lesson Three

A Day in the Life of the President

Student Handout 3-A

Powers and Duties of the President

From the Constitution of the United States

ARTICLE II

Section 1

The executive power shall be vested in a President of the United States of America. He shall hold his office during the term of four years, and together with the Vice President, chosen for the same term, he shall be elected ...

No person except a natural born citizen, or a citizen of the United States at the time of the adoption of this Constitution, shall be eligible to the office of President; neither shall any person be eligible to that office who shall not have attained to the age of thirty-five years, and been fourteen years a resident within the United States.

Section 2

The President shall be Commander-in-chief of the Army and Navy of the United States, and of the militia of the several States when called into the actual service of the United States; he may require the opinion, in writing, of the principal officer in each of the executive departments, upon any subject relating to the duties of their respective offices, and he shall have power to grant reprieves and pardons for offenses against the United States, except in cases of impeachment.

He shall have power, by and with the advice and consent of the Senate, to make treaties, provided two-thirds of the Senators present concur; and appoint ambassadors, other public ministers and consuls, judges of the Supreme Court and all other officers of the United States, whose appointments are not herein otherwise provided for, which shall be established by law; but the Congress may by law vest the appointment of such inferior officers, as they think proper, in the President alone, in the courts of law, or in the heads of departments.

The President shall have power to fill up all vacancies that may happen during the recess of the Senate, by granting commissions which shall expire at the end of their next session.

Section 3

He shall from time to time give to the Congress information of the state of the Union, and recommend to their consideration such measures as he shall judge necessary and expedient; he may, on extraordinary occasions, convene both houses, or either of them, and in case of disagreement between them with respect to the time of adjournment, he may adjourn them to such time as he shall think proper; he shall receive ambassadors and other public ministers; he shall take care that the laws be faithfully executed, and shall commission all the officers of the United States.

Student Handout 3-B

Mr. President

You see the President of the United States nightly on the TV news because he is one of the most powerful and visible leaders in the world. He is the symbol of the American government and the American people. As Chief of State, he determines how the world sees the United States. A strong President implies a strong country, and vice-versa. As Chief Administrator of the government, the President carries out national policies for participation in the international forum as well as domestic policies that give direction within the country. The President's agenda becomes the basis for legislation in Congress. And once legislation becomes law, the President then enforces it.

His role as Chief Diplomat requires an exchange of ideas and promises with leaders of other nations. His success or failure in international relationships affects the peace and prosperity of everyone living in the world. To help him carry out his duties, the President creates a bureaucracy of cabinet members, administrators of councils and other agencies with vast numbers of employees to gather information, advise him, and to help him execute his decisions.

GROWING PRESIDENTIAL POWER

The Constitution defines the powers and the duties of the President. However, many strong presidents have increased the powers and enlarged the duties of the office since George Washington. When Thomas Jefferson was faced with a national emergency, he interpreted the executive power of administering and enforcing the laws to support his purchase of the Louisiana Territory. Without any written law that allowed him to purchase land, President Jefferson more than doubled the size of the United States.

Later, President Theodore Roosevelt made the Presidency the strongest branch in the government by his own interpretation of the office. He felt it was the President's right and duty "to do anything that the needs of the nation demanded unless such action was forbidden by the Constitution or by the laws." This made any action that President Roosevelt took all right unless expressly forbidden by law.

For another President, Woodrow Wilson, the balance of power swung towards Congress. At the end of World War I, President Woodrow Wilson traveled throughout the United States in support of the League of Nations, an international forum that preceded the United Nations. Although he had international agreement and good public support with the voters, he could not get the approval of the United States Congress.

Now, in the Twentieth Century, the presidential powers have expanded even more than ever because of the need to administer and make decisions during periods of national crisis, like the Depression and World Wars. There is a strong argument that a powerful Executive Branch is a "Presidential Government" that works against the balance of powers written into the Constitution by our early forefathers.

PRESIDENTIAL DUTIES AND RESPONSIBILITIES

Chief Executive

As Chief Executive, the President must interpret and enforce the laws, treaties, and court decisions of the United States of America. The President has plenty of help in carrying out his duties. His Executive Office is a bureaucracy employing more than 300 million people with a budget of $700 billion. As Chief Administrator, the President delegates his authority to others in the Executive Office through executive orders.

Some of the most important people to receive executive orders from the President are the heads of the major executive departments. They are appointed by the President as members of his Cabinet. Included in this group are the Secretary of State, the Secretary of Defense, the Secretary of the Treasury, and the Secretary of Health, Education and Welfare. The President meets weekly with the fifteen members of his Cabinet and the Vice-President.

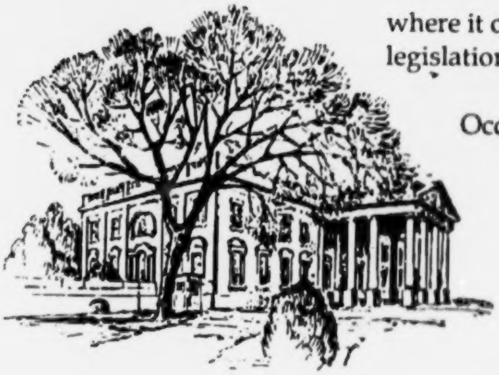
As Chief Executive, the President also appoints ambassadors to foreign nations, judges to the Supreme Court, and many other administrators and consuls. One of the ways the President insures the success of his programs is to appoint people who respect his views or agree with his thinking.

Chief Legislature

The first duty of the President as Chief Legislator each year is to give the State of the Union Address to Congress. This speech evaluates the nation's economy, and sets forth the President's policies that will give direction to the nation. The budget he prepares for Congress anticipates how much money will come into the government and how much money Congress will have for legislation in support of these policies.

The President uses his influence to bring about the legislation he wants. He meets with other leaders of his political party. The President is the head of his party, Democratic or Republican. He has the ability to publicly support political careers, and so wields considerable political influence with politicians who look for his support in their home elections. The President also meets regularly with leaders in Congress of both parties to promote his ideas. The President has a press secretary that is always available to the media and he speaks often to the American public during press conferences.

The President receives bills of legislation from Congress for his approval or his disapproval. If the President signs his approval of the legislation, the bill becomes a law. However, if the President vetoes the legislation, then it returns with his objections to that house of Congress



where it originated. Committees in Congress may rework this legislation or they may throw it out.

Occasionally, a bill will become a law without the President's signature. This happens if the President delays in signing a bill for 10 days. Then the bill automatically becomes a law. If the President waits 10 days and Congress has adjourned, the bill is automatically defeated. This is known as a "pocket veto." These are two ways the President can deal with a very controversial piece of legislation. In most cases where the bill is controversial or important, the President lets his feelings be known. In this way, he may not even see a bill that he would veto, or he may see a revised bill based on his views.

The President has been given the right by the Constitution to call special meetings of Congress, but he rarely does since Congress meets all year.

Chief Diplomat

The President, as Chief Diplomat of the United States, sets our international agenda. In diplomacy, even simple events can have enormous effects. When the President receives an ambassador from another nation to a dinner in the White House, he is giving that nation recognition that implies their government has the authority to exercise power, and to enjoy privileges and rights internationally with regard to their country's needs. Until President Nixon visited China in the 1970's, that nation with billions of people did not "exist" in the sense that they could express their will internationally. There are still some countries, like North Korea who have no ambassador and are not recognized as a legitimate government by the U.S. The President does not meet with any representative of an unrecognized country.

The President has the power to make treaties. Since all treaties require a two-third's vote of approval of the Senate, presidents sometimes make presidential agreements with other countries that are just as binding as treaties, but need no approval. A recent presidential agreement is the Camp David Accord which President Jimmy Carter signed with Egypt and Israel bringing these two enemies together at a conference table for the first time in the Twentieth Century.

Commander in Chief

The President is the Commander in Chief of all members of the armed forces. By putting the military under the command of a civilian President, our forefathers prevented military leaders in charge of armed troops from assuming too much power. For example, during the Korean War, President Truman felt General Douglas MacArthur was making his own decisions and not following presidential orders. The President fired him, although General MacArthur was an outstanding and popular military leader who had served in four wars.

With authority over the Armed Forces, the President has the ability to respond quickly in a national emergency to send the Army, Navy or Air Force into areas of conflict in the world. President Reagan used this power to send the Marines into Lebanon.

The President also has the responsibility to enforce the law and restore order within the nation. To do this, he may call out the troops to any part of the United States. During his presidency, Lyndon Johnson called Federal troops into the nation's capitol to enforce the laws during several days of rioting. Federal troops are often called out during earthquakes, hurricanes and other natural disasters to protect the public from areas of danger and to protect abandoned neighborhoods from people looting and stealing.

Judicial Appointments

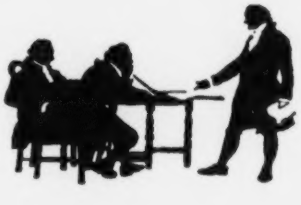
The President appoints judges to the Supreme Court with the approval of the Senate. Since these are lifetime appointments, often there is no vacancy for the President to fill. When he does choose a Supreme Court Justice, the President's influence on court decisions is felt for years and years. President Reagan appointed the first woman, Justice Sandra Day O'Connor, to the Supreme Court. In reality, the President probably has a better chance to influence the lower appellate courts with his federal appointments because there are more of them and vacancies occur more often.

The President also influences justice with his powers to grant reprieves, and pardons. A reprieve frees someone sentenced for a crime from serving the sentence. A pardon is forgiveness of an act before the charges are made or before there is an admission of guilt. The President gives pardons individually or if he pardons a group of people, he gives them amnesty. One of the most controversial acts of pardon was President Ford's pardon of former President Nixon following the Watergate scandal.

RESOURCES FOR THE PRESIDENT

The President and the large bureaucracy of his Executive Office make decisions that impact our lives in a big way. Internationally, our security is a grave issue. Within the country, public safety and quality of life are important. The inspection and control of the quality of the food we eat is the responsibility of the Department of Agriculture. All the drugs produced in the United States need the approval of the Department of Health. The safety of air travel and the safety of the roads on which we drive are the concern of the Department of Transportation.

The President appoints heads of these departments and other high level posts. It is very important for the President to choose carefully. He must appoint individuals with a great deal of knowledge and expertise. They are the leaders who will take direction from the President at the Cabinet meetings and in turn make the decisions for their departments.



The thousands of workers in these departments who implement the policies must also be chosen carefully. Until the 1880's the President not only selected his department heads, but all the workers. It was thought that "to the victor belong the spoils," and government jobs were given as rewards to people who had helped the President become elected. People swarmed the new President's office seeking jobs. Many who were appointed had little expertise and were not qualified to hold their office. Their incompetence kept the government from working properly. A reform movement in the 1880's created the Civil Service System.

Now, there are about 7,000 workers in the Civil Service Commission who recruit, examine and evaluate people seeking employment in the government. For every vacant job, the Civil Service provides a list of the top three applicants with the best examination scores. Based on this merit system, employees may improve their skills and advance to a higher level in government through examinations, not by working in elections or personal friendship. This system helps provide the President's appointed department heads with competent workers.

LIMITS TO PRESIDENTIAL POWER

The Constitution was written to effect a balance of powers in the government. Like the legislative and the judicial branches, the executive branch has Constitutional limits and controls. There is a check of the President's veto. His disapproval may be overridden by a two-third's vote in each house of Congress. Congress can also pass laws that limit the President's power as it did in passing the War Powers Resolution after the Vietnam War.

This law limits the President's military actions in cases where no war is declared by Congress. Or Congress can control military action by refusing to grant funds for military actions it does not approve. Another restriction in the Constitution requires that all presidential appointments receive the approval of the Senate. An important censure of the President's actions is the ability Congress has to carefully review and inspect the President's actions and decisions. Members of Congress can hold public hearings, calling witnesses on any topic.

The Judicial Branch provides a check on the President, too. The Supreme Court, may make a judicial review of the President's actions and declare them unconstitutional. The Court recently set limits on the President's Executive privilege. This privilege protected the secrecy of presidential papers and sources. After President Nixon used this privilege to refuse to give tapes of conversations in the Oval Office to Congress for review, the court declared unconstitutional laws that protected all presidential documents.

The President is even limited in his actions by the citizens of the United States. One person sending one letter makes very little impact on the President. However, thousands of people who form an interest group and agree on an issue can send lots of letters and make lots of phone calls to influence his decision. The "Gray Panthers" is an interest group made up of thousands of senior citizens who demonstrate and lobby for legislation in support of the retired and aged. Voters can also sign petitions that pledge their support of a specific written item. A lot of attention is given to public rallies and demonstrations that amass large numbers of people. These huge protests usually receive the attention of the television and newspapers and impact the President since he is careful to protect an image the public can support.

PRESIDENTIAL LEADERSHIP

The President of the United States, as the most obvious leader of the U.S., can have a great influence on the country beyond his term of office and even after his death. Your life as an American citizen has been affected by many presidents.

President Theodore Roosevelt served two terms of office from 1901 to 1909. He was a very energetic and enthusiastic man, a former cowboy, who loved the outdoors. His legacy to you is the Forest Service and the National Park Service. These departments of government, created by him, supervise 38 national parks and over 250 million acres of land for the conservation of forests and for public recreation. President Theodore Roosevelt is one of four presidents to have their face carved on a large mountain, Mt. Rushmore, as a tribute to his accomplishments as President. Mt. Rushmore is located in a national park.

His cousin, Franklin Roosevelt, was probably the most influential President of this century. He was elected to four terms from 1933 to 1945, giving him 12 years in which to promote his programs. His Social Security programs were designed to assist people who were suffering because of the economic depression of the 1930's. Social Security impacts all the citizens of the United States. Every person who applies for a job must have a social security card and pay part of his or her wages into a mandatory insurance program. This insurance is paid back at retirement. Social Security also assists the elderly, the handicapped, families of deceased workers and provides welfare benefits to the poor.

Social improvements around the world were advanced by President John Kennedy. In his presidential address in 1961, he said, "Ask not what your country can do for you. Ask what you can do for your country." He inspired Americans to take action. Through his Peace Corps, President Kennedy attracted many young people to work in poor third world countries to develop social and economic programs based on the host country's needs. They work in education, teaching and building schools. In many countries the volunteers work to improve the agricultural system of the country, or to improve public health of the citizens. Members of the Peace Corps even design and engineer the construction of buildings. Today there are more than 6,000 volunteers in the Peace Corps living as part of a community in 63 different countries.

Another President, Lyndon Johnson, brought lasting changes into the lives of many Americans. He continued the policies of President Kennedy and responded to the dreams of Martin Luther King and civil rights supporters by pushing the Civil Rights Act of 1964 through Congress. This made discrimination in all areas affecting interstate commerce illegal. This included hotels, restaurants, theaters, all modes of transportation, unions and any public or private program seeking federal funds.

President Harry Truman had the greatest impact on the world when he approved the nuclear bomb attack on Japan in 1945. The fallout from this act was seen internationally in what became known as the Nuclear Arms Race. The world watched as the two super-powers, the United States and the U.S.S.R., raced to accumulate the most nuclear weapons as proof of superiority. President Truman once said, "Being President is like riding a tiger. A man has to keep on riding or be swallowed." Since President Truman, many presidents have worked hard to tame the atomic tiger. A period of detente and the relaxations of tensions marked the Nixon and Ford administrations. And now as Americans experience with President Bush the breakdown of the Berlin Wall and the "Iron Curtain" that barricaded countries from the freedom of the West and warming relations between the United States and the Soviet Union ends the Cold War, many think the tiger may be loosing his teeth.

Questions:

1. What do you think is the most important duty of the President and why?

2. If you could have a 30 minute meeting with the President of the United States, what would be some of the things you would talk about?

3. How have presidents been able to use their prestige as leader of the United States to change the country?

4. What limitations exist on the powers of the President?

5. Provide one example of how presidents have affected each of the following systems:

   a. social

   b. economic

   c. legal

   d. political

Student Handout 3-C

A Presidential Day

SCHEDULE OF THE PRESIDENT

Tuesday, February 27, 1990

8:00 a.m. (15 min)	Intelligence Briefing (Scowcroft/Sununu)	Oval Office
8:15 a.m. (30 min)	National Security Briefing (Scowcroft/Sununu)	Oval Office
8:45 a.m. (30 min)	Meeting with Governor Sununu	Oval Office
9:15 a.m. (35 min)	Administrative Time	Oval Office
9:50 a.m. (5 min)	Photo with Space Shuttle Crew (Bates)	Oval Office
10:00 a.m. (45 min)	Meeting with Republican Congressional Leadership (McClure)	Cabinet Room
10:45 a.m. (15 min)	Personal Staff Time	Oval Office
11:00 a.m. (60 min)	Meeting with Prime Minister Haughey of Ireland	Oval Office/ Cabinet Room
12:00 p.m. (75 min)	Lunch with Prime Minister Haughey (Scowcroft)	Old Family Dining Room
1:15 p.m. (15 min)	Departure Statements (Scowcroft)	South Portico
1:40 p.m. (5 min)	Photo with Jennifer Carol Price, National Poster Child for Asthma and Allergy (Demarest)	Oval Office

Student Handout 3-C
continued

1:45 p.m. (20 min)	Meeting with Child Care Constituency Group (Demarest)	Roosevelt Room
2:05 p.m. (25 min)	Personal Staff Time	Oval Office
2:30 p.m. (20 min)	White House Welcome for Super Bowl Champion, San Francisco Forty-Niners (Demarest)	East Room
3:00 p.m. (15 min)	Meeting with Berlin Governing Mayor Walter Momper	Oval Office
3:15 p.m. (15 min)	Personal Staff Time	Oval Office
3:30 p.m. (20 min)	Meeting with Secretary Yeutter (Bates)	Oval Office
4:00 p.m. (20 min)	Meeting with U.S. Military Commanders (Scowcroft)	Oval Office
4:30 p.m. (30 min)	Meeting with Governor Sununu	Oval Office
5:15 p.m. (15 min)	Interview with Tom Brokaw (Fitzwater)	Residence Study

Student Handout 3-D

A Job Description for the Office of the President of the United States

Name ______________________________ Class ____________________

Write a job description for the President of the United States by answering the following questions. Use what you learned in class, the information from the Constitution of the United States, and the example of a day in the life of President George Bush.

JOB DESCRIPTION
PRESIDENT OF THE UNITED STATES

What qualities must a person have to become President of the United States, according to the United States Constitution?

1) ______________________________

2) ______________________________

3) ______________________________

4) ______________________________

Name and describe three main duties of the President of the United States. After each description, summarize a story from a newspaper or magazine about the President performing each duty. List the name of the newspaper or magazine, its date, and the title of the article.

1) The Duty:

Description:

Newspaper or Magazine Story:

2) The Duty:

Description:

Newspaper or Magazine Story:

3) The Duty:

Description:

Newspaper or Magazine Story:

In one paragraph, write an overall job description for the President of the United States. Be sure to include qualifications for the job, desirable personal qualities and previous experiences. Also include duties of the President.

Lesson Plan 4

from the Our Democracy: How America Works Project
Foundation for Teaching Economics
Constitutional Rights Foundation

The Battle over EasyStop: Opposing View points

Overview

A function unique to local governments is that of zoning for different types of land use. Not all localities use zoning regulations but all localities use some method for controlling development, including private "covenants" on land deeds that specify what can be built on the land in question. Zoning originated as a means for landowners to protect or enhance their property values. More recently, especially in heavily congested urban areas, the zoning process has been used by residents to preserve their quality of life.

So-called "No Growth" movements try to balance the dollars and damages associated with economic development and are not, in the historical sense, concerned with preserving or enhancing the monetary value of property. For example, residents of a city neighborhood may oppose further growth in a nearby retail strip because they want to preserve the dominant residential nature of their community. Further retail development may raise their property values by attracting more home buyers but the residents are willing to forego monetary rewards because they value their existing quality of life more.

Different local governments employ different means of resolving land-use questions. In this lesson, students will discover how one neighborhood through a generic city planning process confronts and resolves a range of issues surrounding an application to open an EasyStop convenience store in a nearby shopping area.

(The actual authority with jurisdiction over land use varies from city to city. This lesson can be adapted to apply to a specific city or can be used as a hypothetical example of how land-use

62

conflicts can arise and be resolved. In most cases, a City Planning Commission's decision is not final but may be appealed to a "Permit Board" or to elected city government such as the mayor or city council.)

Instructional Objectives

Students will:

- ☐ Provide written evidence supporting the position they favor on the zoning battle over EasyStop.
- ☐ Brainstorm examples of different types of public hearings.
- ☐ Participate in a City Planning Commission hearing.

Major Concepts

Citizen's participation	Individuals in their roles as citizens actively taking part in the political, legal, economic and social systems
Environmental quality	The quality of one's surroundings
Public Hearing	A special meeting held to receive sworn testimony on a case
Zoning	Local government regulations on the kinds and types of buildings that may be constructed in certain areas and/or the use of such buildings

SUGGESTED USE: This lesson is suitable for civics/government (i.e., a unit on local government) or economics.

TIME REQUIRED: Three class periods.

Materials

A copy of Student Handouts 4-A, Part 1, *Zoning: The Best Laid Plans*, 4-A, Part 2, *Zoning in My Community*, 4-B, *Summary of Positions: Battle Over EasyStop*, 4-B, Part 2, *What do you Think?* and 4-C, *The Public Hearing*, for each person in the class. Student Handout 4-D, *Role of the Kentville City Planning Commission*, is limited to students who participate in the actual classroom hearing.

Procedure

DAY ONE:

1) Ask students if they know of a neighborhood shopping area near where they live. (Guide them to name a retail area in a predominantly residential neighborhood.) Ask them to describe that shopping area. In particular, they should name the kinds of stores located there, the kinds of customers served, and whether the retail area is "mixed use" (that is, whether stores are located at the street level and residences above the stores). Ask them what time the stores open and close.

2) Ask students to describe the boundaries of the shopping area. Can they name streets? Can they describe how big the area is: in blocks, doorways, etc. Ask them how they determined the boundaries: e.g., if they named streets, what changed from one side of the street to the other: They should name differences in land use (retail versus residential), in noise level, traffic (pedestrian and auto), cleanliness (garbage), and even kinds of people (if the retail area draws people from outside the neighborhood or if a liquor store attracts undesirable people).

3) Tell students what they are observing is not an accident. The location of shopping, housing and other areas is planned. Distribute copies of Student Handout 4-A, (Part 1) *Zoning: The Best Laid Plans,* and ask students to carefully read it. Then discuss the reading briefly using the following questions. (Sample responses are included.)

    a) Why do cities have zoning laws?

        ■ Cities have zoning laws to protect the health and safety of residents, to protect property values and to plan for future growth.

    b) Why do people sometimes object to zoning?

        ■ People object to zoning laws when they think the laws will decrease their property values or limit their property rights.

    c) What types of zones are most common?

        ■ The most common zones are residential, commercial, industrial and recreational. Students should understand that zones can be sub-divided.

    d) What can be controlled by zoning ordinances?

        ■ Zoning laws can control the location of various types of buildings that designate where people live, work, or play. They can control the architecture and construction of buildings and the placement of roads that determine traffic patterns. Land use can be controlled by zoning laws to regulate a city's growth and to protect the local environment from pollution.

4) **(Optional Activity)** Distribute copies of Student Handout 4-A, (Part 2) *Zoning in My Community*. In small groups, ask students to complete the map activity and answer the questions.

DAY TWO:

1) Tell students that they are going to learn about a battle in Excelsior, a residential neighborhood in the City of Kentville, over the opening of a 24-hour convenience store, called EasyStop. EasyStop will be the first 24-hour store in this neighborhood. The proposed EasyStop store will have a license to sell beer and wine.

2) Organize the students into small groups and ask them to put themselves into the place of the residents of Excelsior. Half the groups should brainstorm and list some of the benefits of EasyStop; the other half should brainstorm and list some of the potential drawbacks.

After they have made their lists, have one student from each group report. Record their responses on the board and discuss them. Their lists might include the following:

Effects of EasyStop on Excelsior Residents

Benefits	Drawbacks
• longer shopping hours, especially for working parents	• more traffic and noise at night
• more shops to choose from	• might draw undesirable people who hang out at the store at night
• more competition that might bring prices down	• might cause more garbage
• may attract more shops	• will change the neighborhood because more business means fewer homes—the building will house a store not a family
• the place will increase the feeling of safety in the neighborhood (24 hours on alert)	• the sale of liquor might encourage the place to become a hangout

3) Point out to students that there are others in the Excelsior neighborhood and the City of Kentville (in which Excelsior is located) who are also involved in the battle over EasyStop. One concerned group is made up of the existing shop owners in Excelsior and the owner of EasyStop. But even among these people, there is disagreement. Some shop owners are afraid that EasyStop will take business away from them. Others, including the owner of EasyStop, say that another store will give Excelsior residents more services and maybe attract more homebuyers.

4) Explain to students that the battle over EasyStop is a battle over how to use land in the neighborhood of Excelsior. Tell them that cities try to resolve these battles by zoning for

different land uses. Zoning means drawing boundaries and saying that only certain types of buildings or certain kinds of uses can take place within the boundaries. Give students examples: zoning for residential use only, zoning for a maximum building height of three stories, zoning for compatible land use, zoning taking into consideration the flow of traffic.

There is, however, room for conflict within zoning regulations. Tell students that the example of Excelsior is a case in point. The shopping area is zoned for retail use but the effects of actual business activity can reach beyond the zoning boundaries and become a concern to residents.

5) Tell students that cities usually have a City Planning Department that draws up and enforces zoning regulations. In this example, tell them that conflicts over zoning regulations are resolved by the City Planning Commission made up of people appointed by the Mayor of Kentville. The Commission holds public hearings and then votes on the issue.

6) Distribute Student Handout 4-B, *Summary of Positions*. Tell students that this Handout will help clarify the situation in Excelsior. Reinforce that there are other groups involved in the battle over EasyStop and that all groups will have an opportunity to testify before the Kentville Planning Commission, which will make the final decision on whether EasyStop will be allowed to open in the Excelsior district of Kentville.

   On Student Handout 4-B, a brief summary is presented of the various positions of three groups: a) the Excelsior Shopowners' Association (which includes the owner of EasyStop), b) the "Stop EasyStop" Coalition, and c) the Kentville City Planning Department. Direct students to develop their own position for the Excelsior Residents' Association (a group of families, elderly, and young people living in Excelsior). This position is not stated on the handout.

   Ask a number of students to summarize the position they developed for the Excelsior Residents' Association. This discussion will assist the teacher to select students to speak to that position at the Kentville Planning Commission hearing.)

7) Ask students to complete Part 2 of Handout 4-B, *What Do You Think?* On this handout, students will select one of the four positions to evaluate. They will also state their case for the position they select. Some of the students will have an opportunity to present their cases before the Kentville Planning Commission.

8) Allow students the opportunity to develop written arguments supporting the position they favor. This can be completed either individually, in pairs, or in cooperative groups. Stress that there is no right answer. Students are to select the position they favor the most. Students should also prepare to share their positions at the Planning Commission hearing. Student arguments for the first three positions, using the Position Evaluation Questions as a guide are listed below.

9) Select four or five students who chose the position of the Excelsior Residents' Association to work together and reach a consensus on their viewpoint. They should report to the whole class on their work (Day One or Two of the lesson). Students should refer back to the Excelsior Residents' Association position they wrote on Student Handout 4-B, Part 1 and to their responses to the Position Evaluation Questions (Student Handout 4-B, Part 2, *What Do You Think?*).

10) To assist students to focus on their positions, ask the groups to respond to the following. (Sample responses are included.)

THE POSITION OF THE EXCELSIOR SHOPOWNERS' ASSOCIATION

a) Why did you choose this position?

- I like the idea of being able to shop at night, especially for emergency items.
- I like the idea of not having a deserted street at night.
- This position not only helps the residents of Excelsior but the City of Kentville too.

b) What are two strengths of the position you chose?

- There are definite benefits to some of the people of Excelsior because we know some of them have always wanted a shop with longer hours.
- Businesses do raise money for the City and provide more jobs.

c) What are two weaknesses of the position you chose?

- There might be more noise, traffic, and crime, especially at night.
- There may not be enough customers for EasyStop to stay in business.

d) What might you say that would convince the Kentville City Planning Commission your position is the right one?

- Businesses know when there are enough customers to open a new store, or they would not be able to stay in business. Whenever there is a new store, there are new services for customers, so the residents of Excelsior benefit. Even if only some of the residents of Excelsior shop at EasyStop, that is better than if none of them is able to shop there. Excelsior Street is zoned for businesses so we shouldn't stop businesses from locating there. Finally, there is no proof that EasyStop will cause more noise, traffic, and crime. We shouldn't stop projects for what might or might not happen. But there is proof that EasyStop will provide services after 7 pm, that it will pay taxes to government, and that it will be offering jobs to people.

THE POSITION OF THE "STOP EASYSTOP COALITION"

a) Why did you choose this position?

- Homes should come first, not shops.
- A store open all night will disturb the neighborhood—especially one that sells liquor.
- I've seen the kind of people who hang out at all-night stores and I don't want them in my neighborhood.

b) What are two strengths of the position you chose?

- Not everyone in Excelsior wants an EasyStop. That means EasyStop will not get as many customers as it thinks and will have to close down. Also some shop-owners object because customers will shop at night instead of during the day and force them out of business. Instead of creating more jobs, EasyStop will only take some jobs away from other businesses.
- Excelsior is a quiet residential neighborhood. If we allow more and more shops to open, the neighborhood will change—become more noisy, have more traffic and crime—and become less desirable to live in.

c) What are two weaknesses of the position you chose?

- I cannot prove that EasyStop will take business away from other stores or that it won't have enough customers.
- One more shop will not change the character of the neighborhood very much, if at all.

d) What might you say that would convince the Kentville City Planning Commission your position is the right one?

- Businesses come and go and can open shops anywhere in Kentville. Residents depend on their neighborhood for a good quality of life. Many can't move around easily so their needs should come first. Right now, Excelsior is a quiet residential area where families can spend time together in the evenings without distractions. EasyStop will cause traffic and noise along Excelsior Street at night from customers who shop there. Twenty-four hour shops in other parts of the city attract undesirable people who increase the crime rate and raise fears in their areas. Growth in businesses has changed the character of other neighborhoods in Kentville; we don't want that to happen in Excelsior.

THE POSITION OF THE KENTVILLE CITY PLANNING DEPARTMENT

a) Why did you choose this position?

- The law does allow EasyStop to open a store.
- It balances the needs of residents and businesses without saying that one is more important than the other.
- It is a good compromise.

b) What are two strengths of the position you chose?

- It allows EasyStop to provide benefits to some residents while limiting any bad effects EasyStop might have on the neighborhood.
- It maintains an orderly way of determining land use and settling arguments in the city.

c) What are two weaknesses of the position you chose?

- It confuses businesses and residents because it means that zoning laws are always subject to compromise. If an area is zoned for business, businesses should be able to count on locating there. If they can't count on locating there, how can residents count on holding onto their residential zones?
- By limiting store hours, the compromise also limits benefits to residents of Excelsior who need or want to shop after 10 pm. The compromise gives too much ground to those groups that are afraid of what might or might not happen.

d) What might you say that would convince the Kentville City Planning Commission your position is the right one?

- This solution to the battle over EasyStop means that both those who want EasyStop and those who object to EasyStop come out winners. Customers get the benefit of more shop services; and residents get some protection from potential increases in crime, traffic, and noise. It preserves the intention of zoning laws while allowing the City the flexibility needed to respond to differences in neighborhood needs.

DAY THREE:

1) Give students Handout 4-C, *The Public Hearing*. Review the meaning of the concept of public hearing defined on the Handout. Inform students that the procedures on the Handout will be followed during the public hearing that will be conducted in the class. Discuss the procedures. Tell students that there are a wide range of public hearings, thus allowing citizens to participate in decision-making on many of society's issues.

2) Have students brainstorm and/or review from Lesson 1 the different types of public hearings. This activity may be done individually, cooperatively, or as a whole class. Give

students the opportunity to share the examples they have brainstormed. Potential answers include:

Environmental	airport noise, trash burners, waste disposal, water and air quality
Utility	rate increases—telephone, gas, and electric
Education	sex education, textbook adoption, book banning and introduction of new curriculum
Health and Welfare	HIV/AIDS, abortion, homelessness, hunger and drugs
Defense	SDI, new program such as the Stealth Bomber, and increase or decrease in military spending
Family	home schooling, TV violence and child care
Transportation	air safety, freeways, rapid transit and terrorism

3) Discuss with students that they will have an opportunity during the next class session to take part in the Kentville City Planning Commission hearing on the battle over EasyStop.

4) Ask for volunteers and/or select 12 students to give testimony at the hearing (3 students for each of the 4 positions). Designate one of the three members of the Kentville City Planning Department to be the chief representative. One of the three speakers for the Excelsior Shopowners' Association should be the owner of EasyStop.

Also, choose a commission chairperson who will preside over the meeting. The teacher should also select 2 to 3 commissioners who will sit with the chairperson, take notes and be prepared to ask questions of the various speakers.

(NOTE: Before the actual hearing, the teacher should meet with all participants to review their testimony and/or their role in the public hearing.)

Student Handout 4-D, *Role of the Kentville City Planning Commission,* should be given to the chairperson and commissioners prior to the public hearing. Their responsibilities are outlined on this Handout.

DAY FOUR:

1) Before class, set up the room with a front table where the commissioners can sit. Another desk or lectern should be set up where students will stand to give their testimony.

2) Begin the public hearing on the battle over EasyStop using the procedures outlined in Student Handout 4-C, *The Public Hearing*. The Chairperson will call for the Kentville Planning Department to make the first statement summarizing the dilemma and making its suggestion. Then the chairperson will ask for public opinions. Speakers should begin by

identifying themselves. Immediately after identifying themselves, they should clearly state their position.

3) At the conclusion of testimony by each group, the commissioners can ask questions to clarify issues raised or to challenge assumptions made.

4) At the conclusion of all testimony, the chairperson should call for a vote of the commissioners. A majority vote in this hearing will decide the issue.

5) After the vote, students should debrief the activity through a large group discussion. Use the following questions to guide the discussion:

   a) What is the purpose of a public hearing?

      - The purpose of a public hearing is to give citizens the opportunity to make their needs known to government authorities.

   b) How important is the issue of the rights of businesses to this hearing?

      - Answers will vary. Ask the commissioners, in particular, what weight the rights of businesses had in their reasoning.

   c) How important is the issue of the rights of residents to protect their environment?

      - Answers will vary. Ask the commissioners, in particular, what weight the rights of businesses had in their reasoning.

   d) Did the public hearing change your position?

      - Answers will vary. The teacher should accept any of the students' answers that clearly state with logical reasons why they changed their mind.

   e) What did you enjoy the most and enjoy least about this activity? Why?

      - Answers will vary. Relate their impressions to that of the general public in the real world of zoning arguments. Impress upon the students that "power" may not be distributed evenly in communities. In particular, businesses have the resources and time to put into preparing for public hearings whereas residents usually do not because they work for someone else and must take time off work and use their own money to prepare. Moreover, planning commissioners themselves may represent businesses, residents, or other groups themselves.

   f) What are some land use issues facing your local community?

      - Answers will vary.

6) Summarize with students that the way the case was resolved in Kentville is one way that zoning questions are resolved. The actual authority on land use varies from city to city. Tell students that in some cases, the decision of the city planning commission, like that

in this lesson, is not always final. The decision can be appealed to a permit board or to an elected city government officer.

Extended Activities

1) Ask students to look up the zoning regulation for the neighborhood where they live and to write a one-page report on it. They should append to the report, a map showing the zoning boundaries.

2) Review with students the four systems—political, legal, economic, and social. Ask students to think about "The Battle Over EasyStop" and the testimonies of the various groups. Ask them to determine how the four systems were affected by the situation in Excelsior.

   Their responses could include:

   - Political. Complaints, noise, traffic, crime, and changes to the character of the neighborhood. A protest to the Planning Commission and public hearing were scheduled in response.

   - Legal. The battle over EasyStop was a battle over land-use as legally described by zoning regulations.

   - Economics. Some claimed that EasyStop would provide more jobs for Kentville and taxes for government. They also claimed that EasyStop would encourage more businesses to locate in Excelsior and provide more services, jobs, and tax money.

   - Social. Some people in Excelsior wanted to preserve their lifestyle ("a quiet residential neighborhood"); others wanted more services and conveniences.

3) Ask students to find a current land-use controversy in their community and to write a three-page report on the controversy. The report should contain the following sections:

   - A summary of the controversy: what is the issue and what are the complaints?

   - The groups involved and their positions on the controversy.

   - The political, legal, economic, and social aspects of the controversy.

   - The current or next step in resolving the controversy (a planning department study, public hearing, or law suit).

   - The student's position on the controversy and justification for it.

Evaluation

1) Assess the quality of student participation in class discussions.
2) Evaluate answers on Student Handouts 4-B (Part 1) and 4-B (Part 2).
3) Assess the quality of student participation in the public hearing.
4) Evaluate answers on debriefing session at the conclusion of the public hearing.

Student Handouts
for

Lesson Four

The Battle over EasyStop: Opposing Viewpoints

Student Handout 4-A, Part 1

Zoning: The Best Laid Plans

- ☐ Mrs. Lindo, a widow, decides to earn extra income by building a rental in the basement of her home in a residential neighborhood. Several neighbors object fearing the traffic and parking problems it might cause. Can they stop her?
- ☐ Bill and Sue Brooks bought land on which to build an office complex. Zoning laws require the construction of a sidewalk, but building it would cause the destruction of several attractive trees and plants, including a beautiful and famous 100-year-old rosebush. Can the city require them to replace the plants with a sidewalk?

The answer in both of these situations is yes. In virtually every city today, laws limit what owners can do with their property. This is because we live so close to each other in urban settings everything we do can affect those living near us. A home owner may want to build a tall fence to protect his privacy, but it may block his neighbors view. The one owner has a right to privacy, but the other owner also has a right to a view. Building a restaurant and hiring a band for entertainment in a family neighborhood would increase the traffic and the noise for those living in the area. Can an owner build or do anything he wants on his own property? No. City governments help plan what types of buildings can be constructed in different areas or zones of the city.

In the past, most cities grew haphazardly, without a plan. Nothing protected a family from having a noisy and dirty factory built next door to their residence. In Chicago, for example, the cattle stockyards were in the middle of a residential neighborhood. Trainloads of cattle were delivered, slaughtered and sent off to market. Families living nearby had to put up with the traffic, noise and smells of the stockyard.

Those few cities well planned from the start showed the advantages of city planning. The most famous planned city is Washington, DC. A Frenchman, Major Pierre-Charles L'Enfant was chosen by President George Washington to design our nation's capital. The streets, locations of public buildings and parks, and even the placement of trees and shrubs were all conceived on paper before any construction began. The design of parallel streets intersecting east-west and north-south with wide avenues cutting across diagonally has been an easy one to follow as the city grew and expanded.

Today we continue to be concerned about our health and safety and also about the economic protection of the property we own. Great care is taken in cities to determine where to place roads, parks, factories, homes, schools, and shopping centers.

ZONING PROCESS

Local governments provide for city planning by appointing local leaders to a Planning Commission. Such commissions often include very knowledgeable individuals such as engineers and architects. They study the population and needs, and then make the plans that direct the changes in a city. These plans are written into laws and adopted by a city to establish different areas (zones) and the rules governing these zones.

Some typical zones are: residential, industrial, commercial and recreational. Most cities have large residential zones for planning family homes. These zones can be subdivided. For example, one area could be zoned only for single family homes and another area zoned for multiple dwellings where both apartments and single homes could be built. Schools, churches and fire departments, sometimes even restaurants, can be found within residential zones. Neighborhood parks are included for families with children. Industrial zones are usually areas on the outskirts of cities. These zones can be subdivided into heavy industry, where manufacturing and the supporting traffic of trucks and trains are more isolated from the residents, and light industry which usually includes warehouses and storage units. Commercial zones are areas for stores or shopping centers, restaurants, gas stations, and business offices for realtors, lawyers, or doctors. A commercial zone can be divided. In a marina commercial area, you would probably find a marina with boats as well as condominiums, restaurants and shopping facilities. Recreational zones are reserved for large parks, swimming pools and golf courses.

Zoning laws control more than the type of building. They can also limit the height and size of a building. It may be decided that all the buildings in an area must be less than three stories high to give more of an appearance of unity. Parking is also a decision controlled by zoning laws. A commercial area needs more parking than a neighborhood street. To enhance the attractiveness of the commercial area, a city may make a law that controls the size and placement of business signs. Zoning governs how close buildings can be and how high trees and shrubs can grow. However, zoning must be reasonable. A city cannot make a zoning law to dictate the color a person paints a house, for example.

Zoning laws apply to land about to be developed. Zoning changes in existing areas apply only when owners want to change an existing building. In a large, new residential development, zoning laws would typically require curbs, sidewalks and streets wide enough for all the traffic and parking. However, in the older areas of a city, where the buildings have existed for a long time, owners and renters are protected against zone changes without the due process of law as guaranteed in the 14th Amendment. If a city wanted to widen the streets in an established part of town because of an increase in traffic, they would have to hold public hearings to allow people affected by the changes in that area a chance to express their approval or disapproval. Exceptions are often made for changes that conflict with an existing zoning law. An owner may ask the Planning Commission for a variance to the law, that is legal permission to do something normally forbidden by law. If the planning commission refused, an appeal could be made to the city council to grant the variance. Sometimes these issues end up in the courts where a judge decides what is fair. Both Mrs. Lindo and the Brooks mentioned at the start of this reading could petition for a zoning exemption.

ORIGINS OF ZONING

In this century, as cities grew and became more crowded, reformers urged cities to plan for future growth. The first city to pass a comprehensive land use ordinance was New York City in 1916. Other cities soon followed New York's example, but the legal status of city planning was in doubt. Land owners resented city planners telling them how to use their land. Sometimes the zoning laws stopped them from using the land in the most profitable way; sometimes the value of their property was reduced.

This issue was settled in 1926, when the Supreme Court ruled in the case of Euclid v. Amber Realty Co. The court upheld a typical zoning ordinance even though land values were lowered by the zoning restrictions. The court decided that this was a proper use of police power. The judges felt that excluding buildings devoted to business, trade, etc., from residential districts was a good way for cities to protect the health and safety of the community.

Many communities create master plans for future growth. Sometimes neighboring cities cooperate in creating regional master plans that coordinate the growth of all their cities. Master plans are based on studies that show the expected growth in the population. If there is to be an increase of young families, plans for growth include schools and parks. If more elderly persons are expected in the population, there will be a need for stores to be built nearer the residences and for more medical facilities. Small cities often have large numbers of single residents who commute to work in a nearby metropolitan city. Then plans must include condominiums or apartments, highways and public transportation. Studying the population and planning for the future allows cities to meet the expected social and economic needs of the community.

Student Handout 4-A, Part 2
Zoning in My Community

Draw a map of the neighborhood around your school. Include three blocks in each direction from your school. Label the types of buildings. Then answer these questions:

1. What type of zoning exists around your school?

2. Are there sufficient family residencies in the area to provide students?

3. Is bussing necessary?

4. What is the traffic flow and safety for pedestrians and vehicles? Where are the traffic lights and signs?

5. What community services are available in the neighborhood; police, medical, fire?

6. What changes would you include in this area?

7. Is your school in a residential, industrial or commercial zone?

Student Handout 4-B, Part 1

Summary of Positions: The Battle Over EasyStop

Name ______________________________ Class ____________________

THE DILEMMA

Excelsior is a family neighborhood in the city of Kentville. Most of the buildings in Excelsior are homes to families, elderly people, and young professionals, except for the buildings along Excelsior Street. Excelsior Street is the main street in the neighborhood and gives the area its name. Located on both sides of Excelsior Street are a variety of small shops, including a supermarket, a pharmacy, some restaurants, a shoe repair shop, a bookstore, a record store, and some specialty shops.

During the day, the street is busy with shoppers and traffic. It is especially busy in the early evenings around 6 p.m. when the working people in the neighborhood arrive home and shop for dinner. But because all the shops close by 7 p.m., the main street becomes dark and deserted every night.

For some time, many people in the neighborhood have wanted a store that stays open later in the day so they won't have to rush home from work to do the shopping or miss out on some ingredient for dinner because they forgot to buy it before closing time.

Now there is a vacancy on Excelsior Street and the owner of a chain of 24-hour general stores called EasyStop is interested. Executives of EasyStop have done a thorough study of the site and determined it would be a good location for one of their stores. The area provides many potential customers and there are no stores like EasyStop nearby. A group of businesses already on Excelsior Street, called the Excelsior Shopowner's Association, welcomes EasyStop. But another group of businesses has banded together with some Excelsior residents to stop EasyStop. They call themselves the "Stop EasyStop Coalition."

To start a business in Excelsior, EasyStop has to apply for permission from the Kentville City Planning Department. The City Planning Department has ruled that the building EasyStop wants to use is zoned for retail use and therefore that a business like EasyStop can locate there. "Stop EasyStop," however, has filed a protest of this application and all protests have to be decided by the Kentville City Planning Commission.

A public hearing to hear the opinions of the neighborhood has been scheduled with the Kentville City Planning Commission. After hearing those opinions, the Kentville City Planning Commission will vote on whether to allow EasyStop to open their store on Excelsior Street. The four groups who plan to testify at the hearing are:

- Excelsior Shopowners' Association
- Stop EasyStop Coalition
- Kentville City Planning Department
- Excelsior Residents' Association

SUMMARY OF POSITIONS

1

Excelsior Shopowners' Association. We believe that more businesses in Excelsior will give the people of Excelsior more and better services. EasyStop will help those people who need to shop after 6 pm. Having a 24-hour store will also keep the street from turning into a ghost town at night by keeping an eye out for evening pedestrians. In general, more businesses will also help the City of Kentville because they raise tax money that can pay for health and other services for the public and provide more jobs for the people of Kentville.

2

Stop EasyStop Coalition. We think EasyStop should not be allowed to locate on Excelsior Street. We believe that there are enough businesses in Excelsior to serve residents and that more businesses will change the character of the neighborhood into one that is not mainly for housing families. A 24-hour shop also will create more traffic and noise, especially at night when residents are trying to sleep. A shop open at night will also attract undesirable people into the neighborhood who will hang out and threaten residents in the evening. Many people will buy beer and hang around in the parking lot of EasyStop.

3

Kentville City Planning Department. We have carefully drawn the zoning boundaries to provide space for businesses and housing in Excelsior. The current zoning laws allow a business like EasyStop to move into the address on Excelsior Street because the area is zoned for businesses. The zoning laws also protect housing by keeping businesses from locating in other parts of Excelsior.

We propose that the Planning Commission allow EasyStop to open on Excelsior Street but limit its hours of operation from 6 am to 10 pm to reduce the increase in traffic and other problems that might occur if EasyStop were open 24 hours a day.

4

Excelsior Residents' Association (a group of families, elderly people, and young professionals who live in the Excelsior neighborhood).

____

____

____

____

YOUR TASKS BEFORE THE KENTVILLE CITY PLANNING COMMISSION PUBLIC HEARING

Now that you have read the three different positions on the battle over EasyStop and discussed the dilemma for the neighborhood residents, you have two tasks:

TASK ONE:

Decide what you think should be the position of the Excelsior Residents' Association and write it in the space provided on the second page of this Handout.

TASK TWO:

Choose the position among the four you most favor. After selecting a position, use the questions on Part 2 of this Handout *(What Do You Think?)* to help you prepare written arguments in support of the position you have taken. Also, be prepared to share your arguments orally in a class public hearing.

Student Handout 4-B, Part 2

What Do You Think?

Name ______________________________ Class ____________________

POSITION EVALUATION QUESTIONS

1) Which of the four positions did you select? Why did you select it?

2) What are two strengths of the position you chose?

3) What are two weaknesses of the position you chose?

4) What might you say that would convince the Kentville City Planning Commission that your position is the right one?

Student Handout 4-C

The Kentville City Planning Commission Hearing

Name ______________________________ Class ____________________

DEFINITION OF PUBLIC HEARING

A special meeting through which the public can make their needs known to government authorities.

1) PUBLIC HEARING PROCEDURE for the Kentville Planning Commission

The Commission hears many cases every day and, as a result, may not have any time to learn about the battle over EasyStop before the public hearing. The Commission relies on the representatives of the Kentville City Planning Department to describe the dilemma surrounding EasyStop and to present their recommendations. After hearing the Department, the Commission asks for opinions from any interested parties before taking a vote to decide the issue.

☐ The chief representative of the Kentville City Planning Department summarizes the case. Then he or she calls on colleagues to present more information and the department's recommendations.

☐ Testimony may be given by any person in attendance within time limits set by the chairperson.

☐ Testimony is limited to two minutes in length with one minute allowed for follow-up questions by commissioners.

☐ Representatives of the Kentville City Planning Department are called by the Chairperson to testify first.

☐ After their testimony, the chairperson will ask whoever wants to speak to come up to the microphone and identify himself or herself. Those who want to testify should line up near the lectern.

☐ The commission will hear testimony, ask questions, and then vote on the issue after all testimony is given.

2) PUBLIC HEARINGS:
What are the Other Issues?

Brainstorm examples of different kinds of public hearings that might take place on the following issues:

☐ Environment

☐ Utilities

☐ Education

☐ Health and Welfare

☐ Defense

☐ Family

☐ Others

Student Handout 4-D

Role of the Kentville City Planning Commission Chairperson and Commissioners

Name ________________________________ Class ____________________

PUBLIC HEARING RULES

1) The chairperson will moderate the meeting.

2) Representatives of the Kentville City Planning Department speak first. The chief representative from the Kentville City Planning Department summarizes the issue and states the department's recommendation.

3) After the representatives of the Kentville City Planning Department speak, the chairperson will ask for statements from the audience. Each person testifying should get in position as quickly as possible to speak. Whoever gets to the lectern first, speaks first; the others stand in line behind the first speaker.

4) Testimony is limited to 3 minutes. Three minutes are allowed at the end of each testimony for any questions from the chairperson or a commissioner to the speaker.

5) No more than three people can speak to one position.

6) At the end of all testimony, the commissioners will take a vote. A majority vote decides the issue.

PROCEDURES FOR THE CHAIRPERSON AND COMMISSIONERS

As commissioners, you hear many cases every day. As a result, you may not know anything about the cases prior to their appearance before you during a public hearing. You rely on the representatives of the Planning Department to summarize the case for you and to give you the Department's recommendation. Then you ask for any public input before you make a decision.

1) The chairperson asks the chief representative of the Kentville Ctiy Planning Department to summarize the case and present the Department's recommendation.

2) After the department's presentation, the chairperson asks if anyone else present wants to speak to the issue. The chairperson asks them to line up behind the lectern and to identify themselves before speaking.

3) Before anyone speaks, the chairperson asks one of the other commissioners to keep time and to stop the speaker when two minutes are up.

4) After each speaker talks, the chairperson asks if any of the commissioners have questions for the speaker. There is one minute for questions after each speaker.

5) Keep track of the testimony using the blank spaces below:

Kentville City Planning Department

Issue: ______________________________

Arguments: ______________________________

____

Recommendations: ______________________________

Excelsior Shopowners' Association

1. SPEAKER: ______________________________

Arguments: ______________________________

____

Strengths/Weaknesses of Arguments: ______________________________

____

Questions: ______________________________

2. SPEAKER: ______________________________

Arguments: ______________________________

____

Strengths/Weaknesses of Arguments: ______________________________

____

Questions: ______________________________

3. SPEAKER: ______________________________

Arguments: ______________________________

____

Strengths/Weaknesses of Arguments: ______________________________

____

Questions: ______________________________

Stop EasyStop Coalition

1. SPEAKER: ______________________________

Arguments: ______________________________

____

Strengths/Weaknesses of Arguments: ______________________________

____

Questions: ______________________________

2. SPEAKER: ______________________________

Arguments: ______________________________

____

Strengths/Weaknesses of Arguments: ______________________________

____

Questions: ______________________________

3. SPEAKER: ______________________________

Arguments: ______________________________

____

Strengths/Weaknesses of Arguments: ____________________

Questions: ____________________

Excelsior Residents' Association

1. SPEAKER: ____________________

Arguments: ____________________

Strengths/Weaknesses of Arguments: ____________________

Questions: ____________________

2. SPEAKER: ____________________

Arguments: ____________________

Strengths/Weaknesses of Arguments: ____________________

Questions: ____________________

3. SPEAKER: ____________________

Arguments: ____________________

Strengths/Weaknesses of Arguments: ____________________

Questions: ____________________

83

6) After each speaker answers questions (if any), thank him or her for speaking.

7) After all testimony is given, the Chairperson asks the Commission to vote on the issue. The Chairperson thanks everyone for testifying and then summarizes the issue in his or her own words. Then the Chairperson says the following:

> "All those in favor of allowing EasyStop to open a store on Excelsior Street say 'aye.'" (The chairperson should write down how many commissioners say "aye.")
>
> "All those in favor of not allowing EasyStop to open a store on Excelsior Street say 'nay.'" (The chairperson should write down how many commissioners say "nay.")
>
> "The Commission has decided to allow/not to allow EasyStop to open a store on Excelsior Street."

Lesson Plan 5

from the Our Democracy: How America Works Project

Foundation for Teaching Economics
Constitutional Rights Foundation

Property and Progress

PAT. NOV. 22.
1892.

Overview

Ownership of private property is guaranteed by the Constitution, Article 1, Section 8. Our forefathers believed that ownership of all kinds of private property, physical and intellectual, would initiate the creation, production, distribution and exchange of goods and services needed for the nation to gain and prosper. The first patent law protecting physical property, and the first copyright law protecting intellectual property were signed by George Washington in 1790. These laws allowed inventors and authors to personally benefit by requiring payment for their work. "The patent system added the fuel of interest to the fire of genius" stimulating the creation of more and better products to improve life in the United States.

In this lesson, students will consider all kinds of private property and will learn the relationship of patents and copyrights with royalties. They will have an appreciation for the incentive patents and copyrights give to the development of new goods and ideas, and the abusive affect of "copycat" or pirating activities.

Instructional Objectives

- ☐ Students will be able to define private ownership and describe its importance in motivating people to create and produce things for others.
- ☐ Students will be able to explain the difference between property rights in physical property and intellectual property.
- ☐ Students will be able to define patents and copyrights and to explain their importance to invention and creativity.

- Students will be able to identify the possible conflict between someone who wants to copy a creative work and the owner of that work.
- Students will be able to describe how royalties represent payment for the use of people's private property.

SUGGESTED USE: This lesson could be used in a civics/government unit dealing with contemporary issues.

TIME REQUIRED: Two to three class periods.

Major Concepts

Copyright	The legal right to control the publication, reproduction, sale, and distribution of someone's creative work.
Incentive	A reason for doing something.
Intellectual property	Particular expressions or applications of ideas and information. A machine's design, a song, and a computer program are examples.
Patent	The legal right to exclude other people from making, using, or selling an invention.
Physical property	Material things like bicycles, buildings, and basketballs.
Property right	The authority to use something and to enjoy its benefits.

Materials

A copy of the following for each student:

- Student Handout 5-A, *The Fuel of Interest and the Fire of Genius,* and Student Handout 5-B, *Ownership and Patents*
- Student Handout 5-C, *The Copyright Song,* and Student Handout 5-D, *DAT Debate*

Procedure

1) Ask students to identify the various kinds of property that people can own. List their responses on the chalkboard.

> *(Students are likely to suggest physical things like cars, houses, bicycles, sports equipment, and clothes. Also suggest other kinds of property, such as the works of an author, songwriter, and painter. Explain that these creations are called intellectual property and that students will learn about rights to this kind of property in this lesson. Explain that individuals' rights to own all kinds of property are a basic freedom of the United States. That freedom shapes our economy because it affects how we produce and distribute the goods and services we consume.)*

2) Distribute copies of Student Handout 5-A, *The Fuel of Interest and the Fire of Genius* and ask students to read it and answer the questions listed in Student Handout 5-B, *Ownership and Patents.* This is a good activity for students to work on in small groups. Have students present and discuss their answers in class. Suggested answers are as follows:

> 1. *Mary bought the property right to the bicycle when she paid for it, so the store willingly and legally transferred that right to her. But the thief took the bike and did not offer to buy the property right from Mary. The thief got to use the bike but did not get the legal property right to do so.*
>
> 2. *They demonstrate the theft of property rights similar to the theft of Mary's bike. The telephone and cable companies own the rights to the electronic signals. When people buy these services, they buy the limited use of some of these property rights. But when people illegally tap into telephone and cable lines, they are stealing property rights from these companies.*
>
> 3. *Property rights motivate owners to use things carefully because the owners will enjoy the benefits. If they neglect their property, however, they will suffer the consequences. Private property rights motivated the bicycle company to produce Mary's bike because the company expected a buyer like Mary to reward it by paying for the bike.*
>
> 4. *People exchange property rights with one another because these exchanges make them better off. You buy lunch at a restaurant because you would rather have the right to eat the food than the right to the money you spend.*
>
> 5. *Patents give inventors the right to require other people to pay for using their inventions. The prospect of receiving such payment for one's work encourages people to create and produce for the community.*
>
> 6. *They knew that the lure of personal benefit would stimulate the natural creativity and industry of the American people. Consequently, the nation would gain and prosper from greater individual initiative. As Abraham Lincoln put it, the "Patent system added the fuel of interest to the fire of genius."*

7. Approximate numbers are: 1947: 20,000; 1979: 50,000; 1988: 80,000. Without patents to protect people's rights to their creative work, fewer inventions would have occurred. We can't say just how the chart would have looked, but the line would not have risen as much as the line on this chart has.

3) Distribute copies of Handout 5-C, *The Copyright Song*, and ask students to read it. You might want students to do this as homework. Review the reading with students stressing the relationship of copyrights with royalties and the incentive system created by copyrights. Divide the class into two groups and explain that the groups are going to debate the desirability of selling DAT machines in the United States. Assign one group the affirmative role and one the negative role. Distribute copies of Handout 5-D, *DAT Debate,* and have students read the general debating instructions it contains. Answer any questions students have about the debate, and then ask the students to prepare their arguments. If students make these preparations during class, you will probably want one period for preparation and one for debate. Students might even do a little research on their own by checking recent issues of *Billboard, Variety, Rolling Stone, Forbes,* etc., in a library. Their arguments should be written out and submitted to the teacher after the debate.

Evaluation

1) Assess the quality of student participation in class discussions.

2) Evaluate answers on Student Handout 5-B.

3) Assess the quality of student participation in the debate.

4) Evaluate written arguments used in the debate.

Student Handouts

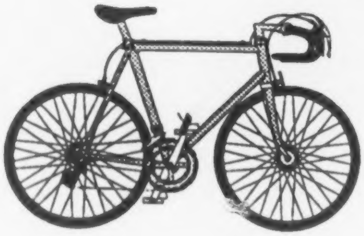
for

Lesson Five

Property and Progress

Student Handout 5-A

The Fuel of Interest and the Fire of Genius



"I hope my bike is safe," thought Mary as the clerk scanned the items at the check-out stand. Mary often helps with the family shopping, but today's trip to the grocery store is special. Mary has a brand new bike and was eager to ride the short distance to the supermarket to buy a few items for dinner.

With her bag of groceries, Mary walks out of the supermarket and turns to where she had left her bike. Suddenly, she gasps and drops her groceries. There on the ground lies the broken lock she thought would protect her new bike. Her bike is gone.

Mary is hurt and angry. She had worked hard and saved her money for a long time to buy the new bike. She reports the theft to the store manager and to the police, but Mary knows she will probably never see her bike again.

PROPERTY RIGHTS

The thief has violated Mary's property right. A property right is a person's legal right to use bicycles, clothes, land, buildings, and other things. When Mary bought the bicycle from the shop down the street, she became its owner. Mary could prevent others from taking or using the bike without her permission. She could also transfer her ownership of the bike to someone else by selling it or giving it away. But as long as Mary owns the bike, she is in charge of it and can determine how it will be used. The bike is Mary's private property.

Private property is common in the United States. Here, private owners decide for themselves how to use bicycles, computers, machines, land, buildings, and many other kinds of physical property. For example, take the company that produced Mary's bike. The company owns some land, a factory, and many tools and machines. These are the company's private property.

Private ownership is a way of having particular people serve like caretakers of land, buildings, tools, and other valuable property. People benefit if they take care of their property, and they suffer the consequences if they neglect it. For example, Mary would have taken good care of her bicycle if the thief had not stolen it. She would have cleaned it, oiled it, repaired it, and parked it where it would not have been damaged. The bike belonged to Mary, so she could enjoy the benefits of caring for it. She would not have neglected it because then she would have lost the enjoyment of a clean, shiny, dependable bicycle.

Other owners have an incentive to care for their property, too. If the bicycle company uses its property carefully and produces bikes that people like and can afford, then people reward the company by buying its bicycles. In that case, the company benefits by earning money. But if the company uses its property carelessly and does not produce bicycles that people like and can afford, then people refuse to buy its products. In that case, the company loses sales and income.

With private ownership, property owners enjoy the benefits (or suffer the consequences) of the uses they choose for their property. As a result, private ownership encourages people to use their property carefully and to provide things that people value. Mary would have benefited from using her bike if the thief had not stolen it. The bicycle company, also, owns its property and can benefit from using it. So the company has an incentive to produce bikes that people like at prices they are willing to pay.

PATENTS AND THE U.S. CONSTITUTION

The authors of the U.S. Constitution did not assign most property rights to government. If they had, the government would have decided whether bicycles would be produced. And if they were produced, the government would also have decided what kinds to make, how to make them, and who would get to ride them. But the authors of the U.S. Constitution did not want to give so much authority to the central government. They preferred private ownership instead. They wanted a nation of private owners to decide for themselves what products to make and which production methods to use. So the Constitution forbids the government from interfering with contracts, (Article I, Section 10) and guarantees no property can be taken away from its owners without due process (Amendments 5 and 14.) Through the years, the government continues to define and enforce people's rights to use property.

The Constitution also emphasizes private property rights in Article 1, Section 8. Here, the Constitution specifies that Congress shall have power "To promote the progress of science and the useful arts, by securing for limited times to authors and inventors the exclusive right to their respective writings and discoveries."

The framers of the Constitution knew that clearly defined and legally enforced private ownership rights could unleash the people's creativity and productivity. The economy uses incentives to reward and motivate people. If individuals knew they had a right to enjoy an income from the fruits of their creativity, they would be encouraged to invent new products and new production methods. As Abraham Lincoln said, the "Patent system added the fuel of interest to the fire of genius."

To promote this objective, Congress passed the first patent act, which George Washington signed into law during his first year in office, on April 10, 1790. A patent gives someone the right to exclude other people from making, using, or selling an invention for a maximum of 17 years. A patent gives an inventor a temporary monopoly on an invention so the inventor can earn income from it. Thus they can afford to spend time and money creating their invention. By sparking invention, patents would eventually yield more, better and even less expensive products.

Today, the Patent and Trademark Office (PTO) of the U.S. Department of Commerce evaluates thousands of patent applications every year. After a thorough search of scientific sources, it gives a patent for a machine, process, production method, or composition of matter that is new, useful, and not obvious to an ordinary person.

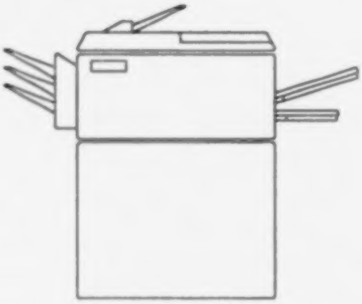
Patents are an example of so-called intellectual property rights. These are rights the government protects for new expressions or applications of ideas and information. The government issues most patents for inventions of either a product or a process of making and doing something. Some patents are issued also for the creation of new plant and animal forms or micro-organisms. So a patent holder has an intellectual property right to his or her invention for a limited number of years. Like Mary and her bicycle, a patent holder can exclude other people from using the invention. And just as Mary could sell her bicycle if she wished, so also can a patent holder give, sell, or license the patent to others.

Our government has granted patents for many valuable products. Some examples are Thomas Edison's light bulb (1880), Joseph Glidden's barbed wire (1874), Alexander Graham Bell's telephone (1876), and Elias Howe's sewing machine (1874). Many inventors continue to struggle independently in their garages and basements trying to spark "the fire of genius." But most patents now come from teams of individuals who work together as employees in the laboratories of businesses.

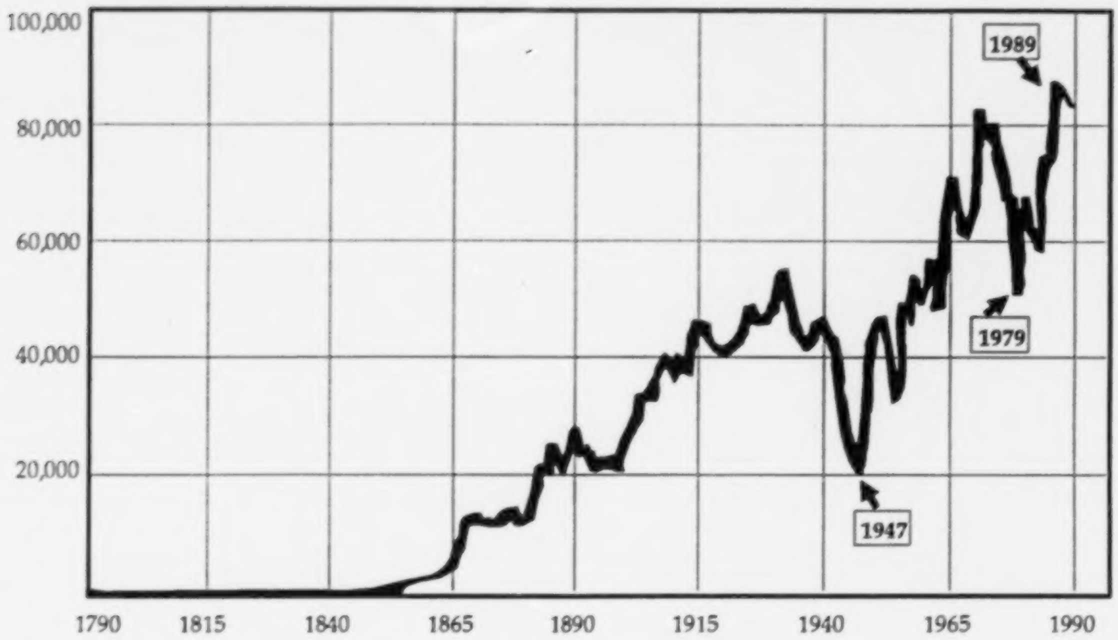
One example is the copy machine. Chester Carlton, an independent inventor, patented a copy process in 1942. But the process was useless without a machine to run it. The new machine was so complicated, however, that it took a team of researchers at the tiny Haloid Company—and the entire decade of the 1950's—to invent it. The Haloid Company also had to perfect Carlton's process while making many of its own patented innovations along the way. Fortunately, the company succeeded. Renamed the Xerox corporation, it introduced the first copy machine in the early 1960's.

Businesses like Xerox now receive more than 90 percent of all patents issued in the United States. Not many years ago, most of these patents went to companies here at home. In 1970, for example, U.S. companies received about 75 percent of all patents our government issued to businesses for inventions. Foreign ones received the other 25 percent. By 1989, however, U.S. businesses and foreign businesses each received about half of all these patents.

But no matter who receives them, the number of patents has grown tremendously over our nation's history. The following chart shows the number of patents the U.S. government has issued to individuals and businesses (U.S. and foreign) since the first patent law in 1790.



Number of Patents Issued Each Year for Inventions, 1790–1989



Note: Patents are for inventions only and do not include those granted for designs and botanical plants.

Sources: *Historical Statistics of the United States, Colonial Times to 1970,* U.S. Department of Commerce; *U.S. Statistical Abstract,* various years.

Student Handout 5-B

Ownership and Patents

Use "The Fuel of Interest and The Fire of Genius" to help you answer the following questions.

1. Mary got the bicycle from a local store, and the thief got the bicycle from Mary. In both cases, one person got the bicycle from another person. The transfer of the bike to Mary was legal, but the transfer to the thief was not. Briefly explain the difference by referring to people's private rights to use property.

2. People have sometimes used illegal electronic means to tap into cable TV lines or telephone lines. Then, they watch cable TV programs or make telephone calls without paying for them. Do these cases demonstrate stealing similar to the taking of Mary's bike? Why or why not?

3. Why does the right to own property motivate owners to use things carefully? Why did it motivate the bicycle company to produce Mary's bike?

4. If you buy lunch at a restaurant, you are exchanging the property rights to your money for the property rights to the restaurant's food. Why do you think people commonly exchange property rights with one another?

5. How do patents encourage invention?

6. The framers of the Constitution must have thought patents were very important because they specifically identified patents in Article 1, Section 8 of the Constitution. Why do you suppose they thought patents were so important?

7. Use the chart in the reading to determine the approximate number of patents our government issued in the three years highlighted. 1947_____? 1979_____? 1989_____? Do you think the chart might have looked very different if the Constitution had not protected patents? Why or why not?

PAT. NOV. 22.
1892.

Student Handout 5-C

The Copyright Song

"Fantastic!" cried Willie after opening the envelope. "I sold my song!"

"Great!" said Annie. "Your song is better than any of the top hits. I hope you got a lot of money for it."

"I won't get anything unless it sells," answered Willie.

"What do you mean?" wondered Annie.

"It's like the book our English teacher wrote," answered Willie. "Remember when she told us that the publisher will pay her by giving her a certain percentage from the sale of each novel."

"I remember," said Annie. "It's called a royalty. She sold the novel to a publishing company, and the company agreed to pay her a royalty on each book it sells."

"Right," said Willie. "It's the same thing with my song. The music publisher has agreed to buy my song, and I will get part of any income the company earns by selling it."

COPYRIGHTS AND COPYCATS

Willie and Annie didn't mention the word *copyright*, but that's what they are talking about. A copyright is a legal right to control the publication, reproduction, sale and distribution of someone's creative work. Willie's song is an example.

Like patents, copyrights come from Article 1, Section 8 of the U.S. Constitution: Congress shall have the power "to promote the progress of science and useful arts, by securing for limited times to authors and inventors the exclusive right to their respective writings and discoveries." Congress used this constitutional authority to enact the first copyright act, which George Washington signed on May 31, 1790.

Copyright law and patent law both aim "to promote the progress of science and useful arts." But patents apply to inventions, and then only to those that are new, useful and not obvious to an ordinary person. In contrast, copyrights apply to literary and artistic works and do not require meeting these three conditions. Anyone can write and copyright a song.

To encourage people to create songs, books, and other works of art, the framers of the Constitution assured people that they, not copycats, would reap the benefits of their work. So congress granted authors a limited time during which they could prevent others from copying their works. Today's law gives a person a copyright on his or her original work for that person's lifetime plus 50 years. If the work is created by an employee of a business, the business owns the copyright and it lasts for 75 years.

A copyright, like a patent, illustrates an intellectual property right. The first copyright act in 1790 protected these rights for printed materials like books and maps. But today's law includes much more. It also protects intellectual property rights for musical works, plays, sculpture, posters, photographs, films, paintings, graphics, comic strips, sound recordings, computer programs, and microchips. It even protects the unique voice and appearance of Madonna and other celebrities.

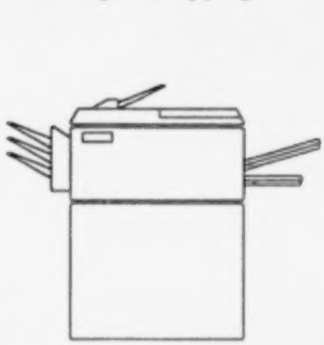
A copyright begins automatically whenever someone creates a work. For example, Willie had a copyright to his song as soon as he wrote it. He could have put the lyrics and music in a booklet and included a page at the beginning showing his name, the date of creation, and the word *copyright*. But suppose someone began copying and selling the song without Willie's permission. Willie might need better proof that he was the song's creator if he wanted the law to enforce his intellectual property right. To get such proof, he could pay $10 and register his song with the Register of Copyrights in Washington, D.C.

Willie and other copyright holders can sell or transfer their intellectual property rights to others. Willie did this when he sold the song to the music publisher. In return, the company agreed to pay him a percentage of income the song provides. But Willie's payment depends on the publisher finding a record company and artists willing to record and distribute the song. It also depends on whether the recording company can sell the song.

The creator of *Peanuts*, Charles Schulz, has certainly succeeded in selling his comic strip. United Media now owns the strip, but it pays Mr. Schulz some $30 million a year in royalties. Whenever you buy a CD, a computer program or a book (and whenever you rent a video), various people who helped to create these works receive a share of the money you spend. In exchange for their intellectual property, these people receive royalties from the sale of their works.

THE RIGHTS AND WRONGS OF COPYING

If someone tried to sell Willie's song after the music publisher bought the copyright from Willie, that person would be stealing the publisher's intellectual property rights. This would be an obvious violation of the copyright law. But the copyright law does not prohibit all copying of someone's work. For example, the law permits copying for "fair use." If you photocopy the page of a book at the library when doing a school report, you are not breaking the copyright law. The law considers such copying "fair use" of the book.



But consider the lawsuit that eight publishing companies filed against the national photocopying chain, Kinko's Graphics Corporation. Kinko's has shops located near New York University and Columbia University in New York City. The shops had copied sections of copyrighted books used at the universities and had sold the photocopies to students. Therefore, the students did not need to buy the books. "Kinko's is liable under the copyright law," said an attorney for the publisher. "They've copied 100 pages here, 60 pages from another book, 50 pages in another instance and the list goes on. These copies are bound into anthologies expressly for sale to students."

An executive at Kinko's disagreed: "It's a worldwide problem. This lawsuit will not stop the problem...We do this work at the request of professors...If we can't do the job fast enough someone else will." So did Kinko's violate the copyright law? The case has been tried. What do you think the court decided?

In another case, the court decided against a former Beatle. George Harrison, one of the Beatles, was accused of violating the copyright on the song "He's So Fine," which the Chiffons had recorded in 1962. The copyright of the song (not of the song's *recordings*) was owned by Bright Tunes Musical Corporation. The song's writer had sold the copyright to this company, just as Willie had sold the copyright of his song to the music publisher. Bright Tunes argued that George Harrison violated its intellectual property rights when he wrote a similar-sounding song called "My Sweet Lord." Although Harrison did not intentionally copy the song, the court decided that he had subconsciously recreated the popular song when he wrote "My Sweet Lord."

In Kinko's case, the courts ruled that the publishers' copyrights had been violated. Kinko's could still produce its anthologies, but needed the publisher's permission and would have to pay any fees or royalties the publishers demanded. Kinko's has appealed the decision.

DAT's Right

These cases show that defining and enforcing rights for intellectual property can be more complicated than doing so for physical things like bicycles and cars. Consider the controversy regarding the digital audio tape (DAT). These cassettes are smaller than the palm of a hand, are enclosed in a protective case like a videotape, and provide up to two hours of crisp, clean sound comparable to that of a compact disk (CD). When these tape machines were first manufactured by Japanese electronic companies in the mid-1980s, recording companies and artists in the United States howled in opposition to their sale here.

They opposed DAT's because they feared that many people would steal their intellectual property rights. Here's why. DAT machines allow someone to make a tape of a compact disk (or prerecorded digital tape) that has the same high quality as the original recording. So people could buy a CD and then make many copies of it. But the company that made the CD has a copyright to the recording. If you buy a CD, you own the physical disk. So you can play it, sell it, give it away, or even use it as a frisbee. But you do not own the musical *contents* of the disk. The recording company owns the contents (the sound recording), and someone else (like Willie or his music publisher) owns the song. The copyright law protects the intellectual property rights of these people.

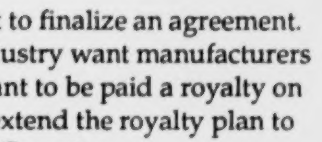
Songwriters, recording companies, and artists can use these rights to prevent others from using their creations unless these people pay for the right to do so. Songwriters and recording companies usually receive these payments as royalties. This means they get a percentage of the price of each CD that people buy. Imagine how their income would fall if many people began using DAT machines to make and distribute their own high-quality tapes instead of buying CD's at the store.

If you buy a CD and then use a DAT machine to make a copy for your own use, you might think that this is a "fair use" of the CD. Perhaps you think it is similar to making a photocopy of a page in a book. But the people who created the CD may think that DAT machines will result in many "pirated" copies of their works. In that case, they would be robbed of "the exclusive right to their respective writings and discoveries" guaranteed by the Constitution. For example, companies that create computer software estimate that they lose about $3 billion a year because of illegal copying of their programs in the United States. And they lose billions of dollars more as people around the world copy software without their permission.

Because of the controversy and strong opposition to DAT's by recording companies and artists, Japanese manufacturers waited for at least a partial solution before selling the machines in the United States. Part of that solution requires tape manufacturers to install a special microchip in their products. Someone can still make a tape from a given CD or prerecorded digital tape, but the chip prevents that person from making additional copies from the copy. Recording companies, music publishers, and songwriters breathed a little easier because the special chip would help protect their copyrights against people who might otherwise make and sell many illegal copies from a given CD or tape.

But the U.S. recording industry and DAT machine makers have yet to finalize an agreement. Recording companies, songwriters, and others in the recording industry want manufacturers to pay them a royalty on each DAT recorder they sell. They also want to be paid a royalty on each blank DAT cassette that people buy. In addition, they would extend the royalty plan to other technologies now being developed, such as Digital Compact Cassettes.

Manufacturers of DAT's and other electronic hardware have strongly opposed the royalty plan. Their position is "...that we do not believe we should have to pay the music industry extra money to sell products that will benefit them," says Gary Shapiro, of the Electronics Industries Association. But without some kind of royalty plan in the U.S. and the rest of the world, creators of music in the United States say they will not release music on digital audio tapes and other digital formats. They believe that people will use these new machines to violate their intellectual property rights in the musical works they have created. Both sides are now disputing the issue in a U.S. court. Which side would you support?



Student Handout 5-D

DAT Debate

A formal debate is a stylized way to present opposing positions about an issue. You are going to present a classroom debate of the following proposal:

> *"Resolved: That Congress should pass a law prohibiting foreign manufacturers from selling digital audio tape machines in the United States."*

The affirmative group supports the proposal and will present its arguments first. The negative group opposes the proposal and will present its arguments second. You should present the best arguments and support possible regardless of any personal beliefs you might have about the issue.

Here are a few guidelines for making your preparations:

Affirmative Group:

1. You agree with the proposition.
2. Clarify any questionable or misleading terms. For example, what does "prohibited from selling" mean? Are there any restrictions that would allow the foreign companies to sell in U.S. markets, etc.?
3. Present your best case for the proposition. Identify the main issues and argue your position with evidence and reasoning.
4. Explain why there is a need for changing the current policy which allows the sale of DAT's in the U.S. Why will your recommended change meet the need? What are the advantages if your plan is implemented? Be sure to use economic, legal, political and social arguments.

Negative Group:

1. You oppose the proposition.
2. Attack the affirmative group's case by challenging their evidence and reasoning. Is their evidence and reasoning wrong, biased or inaccurate? If so, explain why.
3. Present your counter arguments.
    a. You might deny the need identified by the affirmative group.
    b. You might argue that the affirmative group's plan to meet the need is unworkable.
    c. The affirmative plan might end up causing even worse problems.

Debate Rules:

1. The teacher moderates the debate.
2. Each side takes turns presenting its arguments and rebutting the other side.
3. Each side is given five minutes to state its position. An affirmative speaker goes first, then a negative speaker.
4. Each side has three minutes to provide a rebuttal. The affirmative speaker goes first.
5. Each side has two minutes to give closing arguments. The affirmative speaker goes first.
6. The winner of the debate will be determined by the teacher based on the quality of the arguments presented.

Multidisciplinary Civics Lessons

Teaching a Multidisciplinary Civics Course

The Our Democracy Project

Summary

References

Teaching a Multidisciplinary Civics Course

Each year, nearly one million eighth- and ninth-grade students in our public schools enroll in civics courses. The large number of students participating in these courses—many of which are required by individual states—underscores an important fact about civic education in America. As parents and educators, we know that adolescents learn about good citizenship in a number of different settings. At the same time, however, we also rely heavily on our schools to help prepare young people for their adult civic responsibilities and the one course focused on citizenship is civics.

This expectation for our schools is hardly new. From the time when free, universal schooling was established in our country, politicians, writers, and educators have all stressed the importance of generalized instruction in democratic citizenship. As early as 1918, the Commission on the Reorganization of Secondary Education recognized citizenship as one of the "cardinal principles of secondary education." Recently, this statement has been echoed and paraphrased by such influential studies as the 1983 report, "A Nation at Risk," and *Horace's Compromise: The Dilemma of the American High School* (National Commission; Sizer, 1984).

Even though we may agree that children and adolescents need to learn about good citizenship, we have had less success in determining just what good citizens are. Should our schools simply provide information on our democratic systems, or should they also attempt to instill values and promote certain kinds of behavior? Should the entire school program be responsible, or should we focus our efforts on specific courses or parts of the curriculum?

Traditionally, civics courses have borne most of the responsibility for preparing young people for their future roles as citizens. Needless to say, we have placed enormous responsibilities on our social studies curricula, and on civics courses in particular. Over the past 20 years, however, the major support for that teaching—stable families with commonly shared values—has gradually eroded. After World War II, there was confidence that most American families held common civic beliefs that they passed on to their children. Now as we approach the 21st century, our society and its international context are no longer the same. Major changes in American culture and demographics have taken place, and our confidence in a commitment to common civic values no longer exists. If asked, we might all agree on at least some of the qualities of a good citizen; however, young people are finding it more and more difficult to apply straightforward, simple values to a complex and shifting society.

Our Brave New World

Exactly what social framework do today's adolescents face? Many elements of our world are changing, and they are changing so rapidly that few of us have been able to adjust. Here, for example, are some of the most significant factors that are affecting children's lives today and that will continue to affect them as they grow into adults:

1. Changes in family structure
2. Delayed independence and adulthood
3. Changes in the nation's ethnographic structure
4. Increased access to life-threatening activities
5. Reliance on television for information

Changes in Family Structure

Of all the social influences on children, the family is undoubtedly the most important. In this context, children develop their basic orientation toward the world, practice their first social skills, and learn how to respond to authority. From family members, children absorb values, dispositions, attitudes, and basic knowledge about themselves and their environment. Political researchers are quick to focus on the family as a principal source of children's civic development. There can be no doubt that a child's general feelings of affiliation, efficacy, and trust are all generated within the family, and at a very early age.

Considering the enormous influence of the family on children and adolescents, the most dramatic change in the last forty years is the erosion of the two-parent family. In 1950, there was approximately one divorce for every four marriages in the United States. By the end of the '80s, the number had risen to one divorce in every two marriages. In a ten-year period, from 1970 to 1980, single parent households increased by over 70 percent. Large percentages of both white and black children born in the '80s are living or will live in single-parent homes sometime before their sixteenth birthday.

Most of these one-parent households are headed by women, who either work outside the home or receive welfare. Confronted with the specter of poverty and their overwhelming responsibilities, many single parents look to the schools to help them raise their children and give them social values. As a result, the pressure on public schools to provide such services as after-school recreation and day-care has never been greater.

Even when parents are not separated or divorced, many children face a rather solitary, "latchkey" existence when both parents work. For some children and adolescents, feelings of isolation and loneliness in these situations actually damage their emotional health and affect their perceptions of the world. For a lonely child, the world can seem like a very threatening place. The American Chicle Youth Poll, for example, found that the greatest fear of children and adolescents between 8 and 17 is being kidnapped (Roper, 1987A).

Stable family environments, at least as we defined them 20 years ago, are a diminishing reality. And, as the two-parent family dissolves, so does the extended family with its adult role models and support network. The absence of a nurturing family structure and significant adults can have other negative effects on adolescents. As their contact with adults has declined, adolescents have come to rely heavily on their peer group for approval and affirmation of their values. The interactions they do have with adults are not always positive. Thus, a large number of adolescents growing up in the '90s are confused not only about adult roles, but about what their own futures as adults will look like.

Today, we must recognize a variety of family structures as legitimate. At the same time, our recognition does not erase the problems that accompany these new structures. For example, almost one quarter of all children in the United States now live below the federal poverty level. Although one-parent families are not the single cause (teenage pregnancies and abandonment are also important factors), they have contributed to this alarming economic statistic.

Poverty and family instability are also strongly related to poor academic school performances and social maladjustment in adolescents. Children raised in unstable, poor, and unnurturing environments often develop emotional and developmental problems that continue with them throughout their lives. Many educators have become adept at recognizing the symptoms of maladjustment, but we have no simple and effective solutions. Unfortunately, we cannot expect this situation to improve any time soon.

Delayed Independence and Adulthood

Unfortunately, the disintegrating family is only one source of stress on young people today. Adolescence itself is a trying time for individuals, and this stage of development—at least in the United States—has been gradually lengthening. For children in the '90s, puberty is arriving earlier, while our social customs and legal structures tend to delay independence and adulthood. Not surprisingly, teenagers today struggle with the conflicts produced when their biological and emotional development clash with adult expectations and social structures.

Changes in the Nation's Ethnographic Structure

As children grow into adolescence, their understanding of morality and their perceptions of their place in society start to change. They begin to take a less egocentric view of the world and start to see themselves as part of a larger social system. Unfortunately, our society is becoming harder and harder to define. For example, immigration and shifts in childbearing rates are changing not only the ethnic look of neighborhoods, but the face of our nation as well.

In the 1980s, record numbers of immigrants came to the United States. Unlike our images of poor masses of Eastern Europeans disembarking on Ellis Island, today's immigrants are much more diverse—culturally, educationally, and linguistically—than those who came before them.

According to census projections, by the year 2000, at least 48 percent of the students in our public schools will be minorities. White families are having fewer and fewer children, while black and Hispanic birth rates are going up. Among minority groups and in urban areas, dropout rates often exceed 50 percent. What effects will these changes have on our social structure and moral values? We can only speculate about the nature of our society in the coming years.

Fragmentary evidence suggests that prejudice and racial intolerance among young people are increasing. In both secondary and elementary schools throughout the United States, racial and ethnic incidents are occurring more frequently, and no geographic region is excluded from these statistics. Not surprisingly, polls also indicate that teenagers are losing their respect for minority rights.

Increased Access to Life-threatening Activities

One of the most disturbing trends, however, is tragic in its results and its implications. Between 1960 and 1980, teenage deaths from homicide, suicide, and vehicular accidents rose at alarming rates. Recent summaries of these trends (Wynne & Hess, 1986; Uhlenberg & Eggebeen, 1986) provide the following percentages for white adolescents between 15 and 19: death rate by motor vehicles, up 42 percent; death by homicide, up 231.8 percent; and death by suicide, up 139.5 percent. Although the most recent statistics show a slight decline in these statistics, the overall increases in the past three decades are alarming.

Some of these deaths are undoubtedly by-products of our American affluence. Teenagers today are tempted by a variety of activities and products that can damage their health and destroy their lives. For example, in many middle-class families, teenagers assume that they will receive an automobile for their sixteenth birthday. Many teenagers view owning a car as a right rather than a privilege. Automobiles combined with drugs or alcohol, however, often produce tragic results. As most of us are well aware, drugs have become a pervasive part of our society, and teenagers' experiences today with alcohol, smoking, automobiles, guns, drugs, and sexual activity all have the potential for destroying young lives.

Reliance on Television for Information

Advances in technology have also produced a new "information age" that is unparalleled in our history. One of the most important and consequential developments, and certainly one that has produced a considerable amount of controversy, is television. Critics of the medium say that television simplifies reality and generally has a negative influence on children and teenagers. Some claim that, by freely mixing entertainment, news, and advertising, television undermines basic reasoning processes and makes it difficult for viewers to separate reality from fiction.

Although research has failed to support the claim that television viewing harms children, we must be concerned about the amount of television that young people watch and the quality of information that they receive through this medium. For example, a study done in 1983 by Farnen showed that the average first grader watches television at least three hours a day. By the time they reach their teens, American youth spend an average of 23 hours a week in front of "the tube." And, by the time they graduate from high school, most American adolescents have spent more time watching television than they have spent in any other activity except sleeping.

In a democracy such as ours, the decisions we make as citizens reflect the quality of information that we absorb, process, and act on. Thirty years ago, when far fewer homes had television sets, most people relied on newspapers and other printed materials as important sources of information. Even in the early '60s, when television ownership was rapidly increasing, polls showed that people still favored newspapers slightly over television. Today, nearly 99 percent of American homes have at least one television set, and people now prefer television over newspapers by a two to one margin. With daily viewing time steadily increasing, we can reasonably conclude that watching television has become our favorite pastime. Unfortunately, it has also become the only source of news for most adults (Hepburn, 1989; Santa Barbara, 1989; Roper Organization, 1987B).

As our world becomes more and more complex, our decisions must be based on more than a superficial understanding of our planet and its citizens. Thus, it seems ironic that we have increasingly relied on television, which tends to simplify and distort reality, as our principal source of information. While we are told that the next century will be characterized by complex international relationships requiring difficult decisions, we are not insisting that our children use the information sources they need to function in such a complex society.

The Civic Ignorance of Our Youth

Early adolescence is the time when individuals begin to develop a perception of the world and a core of ideals that include political attitudes and principles. When they are about 12 or 13, young people start to show an increasing interest in society and politics and a type of civic morality begins to emerge. During this phase of cognitive and social development, they continue to absorb enormous amounts of social and political information from their families, peers, schools, and the media. They observe, they read, they listen, and they adopt behaviors and values that others model for them. Having passed through childhood, they gradually develop new cognitive abilities that allow them to move away from the egocentric, personalized interpretations of social and political organizations that they held as children. In Piagetian terms, their thinking becomes formal operational. They are increasingly able to handle abstract concepts and diverse perspectives and, in the process, slowly develop their own political philosophy—one that reconciles their changing concepts of self and of society.

Our public schools have a unique opportunity to positively affect students' civic knowledge, values, and behaviors at about this age. Ideally, what students learn in school will be the impetus for lifelong civic commitment and growth. Unfortunately, recent research studies suggest that our next generation of citizens may well lack the knowledge, attitudes, values, and social awareness that our ancestors viewed as crucial. While none of us want to imagine that we are depriving our children of the essential social and civic tools they will need as adults, we may be doing just that.

What does civic literacy mean? One component is a basic knowledge of our history, our form of government, our economic and legal systems, and all of the civic procedures that allow us to call ourselves a civilized people. Tests of the economic, political, legal, and historic knowledge of public school students have provided alarming statistics about the civic literacy of our young people. If scores on such tests are any indication, we have been woefully deficient in providing even this basic knowledge to our students. We must all become concerned when 40 percent of high school seniors cannot give even an approximate date for the signing of the Constitution. Or when almost 80 percent of our seniors incorrectly believe that the President can declare laws unconstitutional. Or when the average score on a national test of economic knowledge is slightly better than chance.

Our traditional social studies curriculum can give students information; however, it seems to have little effect on the other components of civic literacy, namely values, attitudes, and behaviors. In addition to the evidence of increasing prejudice and intolerance among young people, social researchers point out that indifference, amorality, privatism, and materialism among our youth have reached alarming levels. Certainly, we must provide students with knowledge and information; however, these are obviously not enough to produce responsible citizens and civically literate adults.

In the 1990's and beyond, one of our most critical responsibilities as educators, parents, and responsible adults will be to provide more than information to adolescents. With our new forms of media and technologies, we are all exposed to more information each day than we can reasonably process. If we are to continue to espouse certain ideals for our citizens and our republic, we must be able to reconcile these ideals with the world that students see and experience every day. Otherwise, our students will laugh at our notions of justice, equality, and freedom. We must be prepared for our students' expressions of cynicism and disinterest, and we must find ways to counter such negative attitudes.

The Basic Requirements for Citizenship

We may think of citizenship as the lifelong exercise of many different civic skills and capabilities. Most of us would agree that our civic duties include obeying the law, paying our taxes, voting, serving jury duty, educating our children, and actively promoting the welfare of our country and our community.

When we teach our students about our history and civic structures, or about our economy and our legal system, we are trying to give them knowledge that they can then use to guide them in these activities. For example, how can voters judge the reasonableness of a new tax if they do not first understand what a tax is? And how can they support the Bill of Rights if they have no idea what that document looks like? This knowledge should not be limited, as it often is in traditional civics curricula, to government and politics. We must also attempt to put students in touch with their cultural heritage and the ecosystem we live in. If we are to help develop future policy makers, we must give young people a basic understanding of our economic, legal, and social systems as well.

No matter how well we teach students about our history and civic structures, however, they will need more than knowledge to function as responsible citizens. Without an ability to make sense of facts—to recognize patterns and form judgments—they can hardly make wise decisions about themselves or their communities. They will have to put new facts and information into proper contexts, see relationships between principles and events, and integrate concepts and facts related to our economic, social, legal, and political systems. In sum, responsible citizenship will require that they blend facts with cognitive abilities and attitudes that they then demonstrate in their behavior.

As we are all aware, an ability to act and a willingness to act are entirely different things. Thus, another essential component of civic literacy is a commitment to the values underlying these systems. As we have seen, America in the 21st century will be much more diverse and complex than it is today. Perhaps more than ever in our history, our citizens will be expected to accommodate group and individual differences and demonstrate the democratic values of tolerance and pluralism. Our citizens will need to do more than just understand such principles as majority rule with minority rights; they will need the will to personalize these values and demonstrate them in their civic behaviors. Will they understand and value our legal principles and our limits to freedom? Will they demonstrate the attitudes of cooperation and fair play? Will they display character and produce high-quality work? Will they demand that others do the same? Somehow, we must ensure that they do. Such values and attitudes will act as a powerful force to keep our increasingly pluralistic society intact.

A final—and crucial—component is involvement. Good citizens put their civic principles and values into practice. They vote in local and national elections, try to stay informed on important issues, act responsibly toward the environment, and perform various types of community service. Instead of simply reacting emotionally to events, they interpret and evaluate issues, consider alternatives and different perspectives, and make reasoned decisions. They participate in the decision-making processes at both the local and national level. They see citizenship not only in terms of themselves and their legal rights; they also willingly accept the responsibilities that go along with those rights.

What Our Schools Can Do

Numerous research studies—and our own good sense—tell us that our school and classroom environments have a large impact on young adolescents' behaviors and attitudes. Most young adolescents view school as an important part of their lives. It is a general perception that our schools have a powerful social influence on students, second only to parents in their effect.

Unfortunately, our instructional influence on students' democratic attitudes appears to be minimal. Several reviews of the literature (Ehman, 1980; Leming, 1985) have shown that students' democratic attitudes are unaffected by what they learn in traditional classrooms. When their attitudes are affected, the causes seem to be the informal elements of the school setting, such as school and classroom climate, extra-curricular activities, and participation in decision-making (Banaszak, Hartoonian, & Leming, 1992). Schools that encourage students to participate in decision-making seem to positively affect students' political attitudes.

Our traditional civics curriculum is, of course, a part of this instructional framework. If we consider research findings like those just cited, we must conclude that civics courses, as good as they are, are not effectively teaching the skills, knowledge, and values that we believe future citizens must have.

What are the skills responsible citizens need? They are many and wide-ranging. The most fundamental, perhaps, is the ability to make rational decisions. Although we can easily identify this skill as important, teachers know that it is not easily taught. An individual's ability to make sound civic decisions requires a number of separate skills, including the ability to gather and process information, analyze data, think critically, take a perspective, communicate and advocate a position, cooperate with others, and persuade.

In our everyday lives, we constantly combine experiences, knowledge, values, and new data as we attempt to cope and function appropriately in our environment. As our environment becomes increasingly complex, our decision-making skills will be stretched well beyond what we can now imagine. As never before, citizens of the 21st century will have to process and synthesize diverse forms of information, recognize cause and effect relationships, use good judgment, cooperate with others, think logically, understand other perspectives, and be willing to participate in the decision-making process. They will need to grasp the essential elements of a problem or issue, consider the consequences of various alternatives, and make decisions that are based on a concern for our society as well as their own self-interest.

Through their formal and informal school learning, our students must develop as many of these skills and abilities as possible. Doing so, however, may seem like a formidable task to most teachers and curriculum leaders. We know we can teach facts, but how do we go beyond rote learning to analysis, synthesis, and problem-solving? Let's look, for a moment, at what we may do with the "facts" that we teach students. We may use content, for example, to help students:

☐ Learn to build connections and see relationships
☐ Recognize that facts are constantly changing
☐ See cause and effect relationships
☐ Use different logical patterns
☐ Recognize and confront bias
☐ Construct arguments for and against a position or solution
☐ See different sides of an issue
☐ Understand what perspectives and world views are
☐ Link prior knowledge with new information
☐ Create new knowledge structures
☐ Gather, analyze, and consider the sources of data
☐ Recognize valid and invalid reasoning
☐ Recognize the use and misuse of statistics
☐ Develop questions and evaluation procedures
☐ Work cooperatively toward a goal
☐ Explore the civic environment

Most eighth- and ninth-grade students are capable of learning these skills, and the civics curriculum seems to be the most logical place to teach them. Information relating to our social, economic, legal, and political systems can be combined and used to stimulate such learning.

For example, suppose students were asked to assume different roles in a community faced with ground water pollution. Students will probably feel strongly about this problem, because it is one that they can relate to. A role-play of this type requires that students consider not only data and "facts," but all of the social, economic, legal, and political aspects of the problem. They must also examine their own values and the values of others. For example, how important are the issues of cost, health, convenience, jobs, and natural beauty of the town? What definition of "pollution" do they use? Is water pollution a fact, or simply one interpretation of the data? And who is responsible? The town's citizens, the city government, the principal polluters, or everyone involved? Any policy the students develop will have to reflect an understanding of the town's economic, social, political, and legal structures and limitations.

Young adolescents are able and willing to explore such problems, and the civics curriculum is the natural setting for such exploration. In our traditional civics courses, however, students study each of these systems as a separate entity. They do not consider the interplay of these four systems, nor are they asked to consider problems and make decisions based on integrated knowledge. The organization and structure of our schools, the requirements for teacher certification, and the ways teachers are trained do not encourage such an approach. Our entire system of education is set up to teach information in discrete and tidy bundles. Students who try to make connections among these disciplines must do so on their own. Is it any wonder that they have poorly defined political values and world views?

While young people are inclined to think about the "here and now," civics courses often focus too much attention on vocabulary-laden facts about our government institutions and their historical contexts. No connection is made among these institutions, the past, and present-day events and problems. Instead, students memorize vocabulary, dates, and facts that have little meaning and significance to their lives. The problems and failings of our systems may be glossed over and the "warts" hidden from view.

Certainly, a knowledge of history can help students understand how our current structures have evolved. Historical knowledge allows us to assess current events from a different perspective and evaluate our nation's performance over time. In their attempts to cover a broad range of history and government functions, however, traditional civics courses and textbooks tend to emphasize facts and avoid controversial issues. The values underlying our constitutional history are given little attention, and our economic system goes unnoticed. The cursory treatment given such topics as interest groups and the mass media hardly provide the basis for even minimal understanding.

Although our social, economic, legal, and political systems are taught as separate entities, in real life they interact in a holistic, dynamic manner that cannot be explained within a single system. Poverty, hunger, pollution, and nuclear energy—along with the more mundane problems of our daily lives—are issues that cannot be addressed by or within one system alone. Inevitably, we all participate a local and national network of government, market economy, social system, and legal system.

Many of these issues are no longer the problem of any one nation or continent. Global warming, the pollution of our oceans, nuclear contamination, our declining natural resources, and other contemporary problems must be considered from a global perspective. Our domestic politics and economic system have now become entwined with the politics and economics of South American countries, the Soviet Union, the Middle East, and the rest of the world. We must help our students have more than a narrow historical perspective; we must now encourage a concept of global history and understanding. One way is to compare the contemporary United States to other nations. Another is to make historical comparisons between our nation and other countries.

Obviously, no course or curriculum can fully prepare adolescents for adult responsibilities, especially at a time when the world is changing so rapidly. Learning to be a responsible citizen is a challenging, lifelong task. And, as we have pointed out, knowing about our political, economic, social, and legal systems is not enough to function as responsible decision makers. Somehow, our educational system and our curricula must do a better job of helping students think critically, resolve conflicts, cooperate, communicate, gather information, and synthesize. Without an ability to separate fact from fiction and values from facts, our future citizens cannot be expected to make rational decisions.

The Our Democracy Project

The *Our Democracy* project is based on the simple premise that good citizens are made, not born. Educators participating in the project believe that: (1) the civics curriculum is the natural setting for teaching responsible citizenship; (2) this curriculum must integrate information about our social, economic, legal, and political systems; and (3) early adolescence is the best time to lay the foundation for adult civic values.

A multidisciplinary course, offered in the eighth or ninth grade, can give students the basic tools they need to understand civic decision making. As adolescents learn about civic life from one perspective, such as our political system, they naturally draw on and incorporate knowledge they have about our other systems. Indeed, our present separation of these into academic subject areas is an artificial division. There is no reason why young adolescents should not learn about their multifaceted society in an integrated way.

In the fall of 1988, the Foundation for Teaching Economics and the Constitutional Rights Foundation held a national conference entitled "Citizenship for the 21st Century." The focus of the conference was civic literacy and the future of civic education. The 82 participants included teachers, principals, state education officials, corporation executives, textbook publishers, commission and foundation administrators, and representatives of the U. S. Department of Education (Callahan & Banaszak, 1990).

Conference participants listened and reacted to a variety of scholarly papers. They discussed the need for a multidisciplinary approach to civics and agreed that such a model is pedagogically sound and within the intellectual capabilities of eighth and ninth grade students. They also developed a number of recommendations concerning the content, skills, and values to be taught in an integrated model of civic education. The consensus of the group was that students must not only learn about our democratic systems; they must also have the ability to apply this knowledge in their lives and community activities. For example, the course should help students to:

1. Analyze civic events and problems from four different perspectives: social, legal, economic, and political.

2. Recognize and use logical patterns inherent in the four systems.

3. Create new knowledge from their existing knowledge base.

4. Communicate and negotiate with others concerning social issues.

5. Use their knowledge and skills to make and implement personal and public policies.

The conference participants felt that the content and the activities in the new curriculum should take into account the interests, abilities, and experiences of young adolescents. They strongly recommended, for example, that the course take a "real world" approach. Students need to analyze and discuss civic decisions that affect their lives and their communities. In debating issues that directly relate to them and their families, they will understand, in a very real sense, the meanings of compromise and negotiation. Through role-plays, simulations, and other activity-oriented learning, adolescents can begin to see abstract ideas as real and applicable to themselves.

An even more effective method of teaching is having students actually participate in community activities. Certainly, the curriculum should encourage students to become involved in community service. Students who volunteer their time or who contribute in other ways learn valuable lessons about citizenship and develop a sense of community that they might not otherwise have. They can experience the rewards of community service and personal recognition that lead to higher self-esteem and an increased sense of civic responsibility.

By using such "real-life" approaches, teachers can help students see the vitality and the interaction of our four systems. Students can learn that public decisions in our legal system will affect our social, political, and economic lives as well. For example, when the Federal Reserve Board raises interest rates, our personal lives and the lives of communities are affected in multiple ways. The creation of a federally-funded school program also influences our lives and the lives of people in communities all over the nation. Even an individual decision to adopt a particular lifestyle has social, economic, legal, and political consequences that go beyond the boundaries of the family. Almost every action we take as adults—from watching television in our living rooms to selecting our national leaders—has multiple effects on our lives and those of our neighbors.

By helping students see how personal choices affect our lives, our culture, and our society, the new civics curriculum can lead students to the perception that their decisions and actions can make a difference. Encouraging them to participate in social and community issues is one way to accomplish such a task.

Recommended Curriculum Goals

The *Our Democracy* project has recommended that the new multidisciplinary curriculum be based on eight major goals. The curriculum and instructional materials should:

1. Help students develop an understanding of the structure, function, funding, and interaction of our political, legal, economic, and social systems.

2. Help students develop an understanding of the global network of relationships among our political, legal, economic, and social systems and those of other countries.

3. Provide students with knowledge, skills, and values so that they may become constructively involved in our political, legal, economic, and social systems.

4. Help students develop a commitment to the importance of individual participation in America's political, legal, economic, and social systems.

5. Help students develop a sense of personal efficacy.

6. Provide students with the opportunity to learn about their duties, rights, and responsibilities as future participants in our political, legal, economic, and social systems.
7. Help students understand how the Constitution provides the basic framework within which our political, legal, economic, and social systems function.
8. Acquaint students with the historical foundations of American democracy and help them consider the contemporary and future implications of these foundations.

Essential Content

The first curriculum goal, to help students understand our political, legal, social, and economic systems, is the most crucial. Many concepts, such as values, power, socialization, and culture, relate to more than one system. For example, we accept the values of human dignity and freedom as fundamental. We implement these values in all of our systems, as well as in our personal behaviors toward others. We can also consider other concepts, such as interdependence, from one or several different perspectives. Clearly, the concept applies to all four of the systems we want to teach.

Struggles for power take place within and between systems. Individuals and groups participating in our political system try to gain influence over others, but so do individuals and groups in the legal, economic, and social domains as well. Values and ethics? Yes, these, too, must be considered from multiple perspectives. In our economic system, the desire to make a profit reflects recognized, accepted, and positive values. Yet, when lawyers in our legal system seek to obtain a percentage of jury awards, Americans object. The concept of property also takes on different dimensions, depending on the perspective of each system. Making such comparisons can help students understand that a worthy and accepted value in one system may not be regarded in the same way in a different context. Only by teaching concepts such as these that span our legal, social, economic, and political domains, can we help students see the relative nature of our beliefs, principles, and behaviors.

The *Our Democracy* project has developed lists of major concepts for each of the four systems to be included in a civics course. These concepts are presented below. In addition, they are presented as generalizations in Appendix A. These are provided as an additional resource as you consider ways to develop a multidisciplinary approach to civics education.

Political Concepts

Authoritarian Systems

Authoritarian systems are forms of government that view authority as something exercised over the people rather than derived from them. The source of authority is external to the people (God, qualities of the ruler, force, etc.) and flows unilaterally from rulers to ruled, whose status is that of subjects. The scope of political authority is unlimited.

Related concepts: Autocracy
Dictatorship
Fascism

Nazism
Totalitarianism

Authority

Authority is the power to command behavior. Political leaders possess authority when they are able to make decisions and laws that are binding for the citizens within the political system. Individuals or groups may attain authority in a variety of ways, including election by the people, appointment by leaders, or seizure of authority by force. For a political system to function smoothly, it is necessary for authority to be legitimate, otherwise authorities must expend great energies simply to enforce their decisions.

Related concepts: Authoritarianism
Constitutionalism
Legitimacy
Power

Constitutional Systems

Constitutional systems are forms of government that view authority as derived from the people, whose status is that of citizens. Authority flows reciprocally, and is exercised over the people by leaders who are held accountable for their actions. The scope of political authority is limited, and is usually codified in a constitution or other charter(s) delineating relationships between rulers and ruled.

Related concepts: Constitutional monarchy
Democracy
Parliamentary democracy
Representative government
Republic

Government

Government is an agency that is used by the state to maintain social control. Government is the institution through which the state makes and enforces laws that are binding on all people living in the state.

Related concepts: Authority
Law
Power
Social control
State

Interest Group

A group of people who share common policy interest or goals and organize to influence the government to carry out their goals, principally through lobbying public officials is known as an interest group.

Related concepts: Lobbying
Political party

Legitimacy

A government is regarded as legitimate when the citizens affected by its policy accept its authority as valid. Democracy is built upon a social contract and derives its strength from voluntary compliance, the continuing free choice by every citizen to enforce government's decisions on themselves. Our system of law is legitimate to the extent that it is based upon the consent of the people.

Related concepts: Consent of the governed
Popular sovereignty

Political Culture

The attitudes, beliefs and perceptions that citizens have toward politics within a given state constitutes its political culture. Political cultures vary greatly from nation to nation.

Related concept: Political socialization

Political Party

A political party is a coalition of individuals and groups with broad common interests who organize to nominate candidates for public office, win elections, conduct government and determine public policy.

Related concepts: Elections
Government
Interest group

Political Socialization

Political socialization is the process through which individuals acquire their attitudes, beliefs and perceptions of the political system. Agents of political socialization include the family, schools, mass media, peers and social groups and institutions.

Related concept: Political culture

Political System

The political system is the complex of processes and institutions that makes binding decisions for society as a whole. Essential components of a political system are: the people who are governed, authoritative officials, a political selection process, a structure of government, a policy-making process and authoritative policy. Power may be widely distributed or concentrated in one or a few of these components.

Related concepts: Consent of the governed
Power
Legitimacy

Power

Power is the ability of an individual or group to influence, change, modify or in some other way affect the behavior of others. Politics is the struggle for power, and political activity is found wherever there are power relationships or conflicts.

Related concepts:
Authority
Conflict
Influence
Interest group
Political party

Social Control

In order to attain its goals and to provide an environment in which individuals and groups can satisfy their wants and needs, every society must have means of controlling the behavior of its members. Social control is maintained by the laws and rules that emerge within every society and institution. The laws that regulate behavior within a society are usually found in written documents such as legal codes and constitutions.

Related concepts:
Constitution
Law
Social contract

State

The state is a political community that occupies a geographically and legally defined territory, and has an organized government with the power to make and enforce laws without approval from any higher authority.

Related concepts:
Authority
Government
Power

Legal Concepts

Due Process (Procedural)

In a democratic society, every citizen is entitled to a fair and impartial process in the administration and application of law(s) to personal and/or group conflicting claims.

Related concepts:
Equal protection
Substantive due process

Ethics

The system of moral principles and values which provide the fundamental ideas of the social contract and the criteria for social justice. Ethics allow citizens to understand the philosophical base for the legal system and suggests to each citizen that he or she is related to every other citizen in terms of rights and responsibilities.

Related concepts:
Equality
Fairness
Individual freedom
Human dignity
Truth

Freedom

In a democracy, citizens should have the right and ability to act and to make independent choices of their own volition, limited only by the extent to which their actions impact on others and/or society as a whole.

Related concept: Social responsibility

Justice

In a democracy, justice pertains to the administration and maintenance of what is just, right or fair. Each citizen is entitled to equal treatment under the law, with conflicting claims impartially adjudicated.

Related concepts:
Due process
Equality
Fairness

Law

Laws are society's formal, codified rules of behavior, infractions of which result in formal penalties. Laws grow out of people's norms, customs and values and are imposed over those areas of social life which are too important to be left to the custody of informal controls. In a democratic society, the rule of law helps maintain individual rights and avoid arbitrary power. A body of law continually grows and changes as society's mores, customs and values grow and change.

Related concepts:
Civil law
Common law
Criminal law
International law
Natural law

Legal System

The use of power and authority within a framework of societal values and human rights under the rule of law constitutes the legal system of democracy.

Related concepts:
Adversarial
Courts
Inquisitorial
Jurisdiction

Privacy

Individuals, groups or institutions must be allowed to act as they see fit, free from unwarranted interference and disclosure of information about them, so long as their actions do not interfere with the rights of others.

Related concepts:
Ethics
Order
Responsibility

Property

In a democratic society, the legal system guarantees the exclusive right to possess, enjoy and dispose of private property so long as no interference occurs with the rights of others.

Related concepts:
Civil law
Criminal law
Rights

Responsibility

Every citizen, group and institution (including government) must be held legally accountable for their conduct and obligations.

Related concepts:
Contract
Culpability
Liability

Social Contract

The rights and responsibilities of every citizen are inextricably joined and form the framework for a democratic system of government in which everyone is held responsible for his or her actions. This framework or "contract" is based upon a society's basic need for order. The Constitution of the United States provides the basis for our political, legal, economic and social systems.

Related concepts:
Constitution
Order
Privileges
Responsibility
Rights

Economic Concepts

Competition

Competition exists when many sellers have the same or similar products for sale in the marketplace. Competition in markets is a healthy activity. Competition reduces costs and rewards efficiency by encouraging sellers to provide the highest quality goods and services at the lowest possible prices, providing consumers have freedom of choice.

Related concepts:
Entrepreneurship
Free enterprise
Innovation
Price

Economic System

Every society develops an economic system to respond to the problem of scarcity. Economic systems exist to provide answers to three basic economic questions: what should be produced; how should it be produced; and how should it be distributed? Traditional, command and market are the three basic types of economic system. Traditional economies address fundamental economic questions by means of tradition and custom; command systems address them by central planning and decision making; in market systems, economic decisions are made through the interactions of producers and consumers, guided by their own self-interest, in a free market process with a minimum of government intervention. Modern economic systems are "mixed," in that they contain elements of each of the three. The ability of an economic system to meet societal demands ultimately depends on the availability of factors of production.

Related concepts:
Capitalism
Communism
Distribution
Production

Exchange

Interdependence creates the need for a mechanism of exchange to facilitate the transfer of resources, goods and services between individuals, regions and nations (international trade). The exchange may be the direct trading of one thing for another as in barter, or it may involve a medium of exchange such as money. When exchange is voluntary, both parties believe they have gained.

Related concepts:
Barter
Credit
Money

Factors of Production

Factors of production are the things it takes to create goods and services. These include natural resources (the basic gifts of nature), human resources (physical and mental labors supplied by people) and capital resources (tools and machines). In addition, time, which cannot be regained or stored, and space, which affects ease of communication and transportation, are important factors influencing the productivity of resources.

Related concepts:
Non-renewable resources
Productivity
Renewable resources

Government Regulation

In order to achieve socially determined goals, the government can and does modify the economy by intervention and regulation. In the United States, basic economic goals include freedom of choice, efficiency, equity, full employment, price stability, economic growth and consumer protection. Major means of government management of the economy are fiscal policy (taxing, borrowing and spending decisions), monetary policy (control of interest rates and the money supply) and regulatory policy (enforcement of standards, e.g. weights and measures, the purity of food and drugs, etc.)

Related concepts:
Federal Reserve System
Money supply
Public sector
Subsidy
Taxes

Incentives

Incentives are factors that motivate or influence human behavior. People respond to incentives in predictable ways. Economic incentives work by offering financial rewards for certain behavior. Consumers seek to maximize their satisfaction, workers their wages, producers their profits and investors their return. Manipulating incentives is a powerful way to influence the economy.

Related concepts:
- Entrepreneurship
- Free enterprise
- Investment
- Profit
- Return on investment

Interdependence

Specialization causes people to become more dependent on one another. Once independent individuals, regions and nations must now depend on others to produce the goods and services that formerly they either provided for themselves or did without. Interdependence is increasingly a global economic phenomenon.

Related concepts:
- Absolute advantage
- Comparative advantage

Market

The market is the principle feature of a market economy. It is the process by which the three basic economic questions are answered, via the many buying and selling decisions freely made by producers and consumers. The forces of supply and demand interact, seeking an equilibrium, and register the decision through the price. Self-interest makes the market system work. By raising or lowering the rewards provided for using resources in a particular way, the market directs resources toward the most productive ends.

Related concepts:
- Equilibrium
- Supply and demand

Opportunity Cost

Scarcity necessitates choices at the individual and societal levels about how scarce resources can best be used. When a decision is made to use a resource in a particular way, alternative uses are foreclosed. The value of a decision measured in terms of the most desirable alternative given up is its opportunity cost.

Related concepts:
- Benefits
- Costs
- Trade-offs

Price

Price is value expressed in terms of money. Price provides a means for easily and clearly determining value and can reflect changes in value quickly. Thus, prices are signals to producers, households, workers and savers that influence their decisions. Prices also are the principal mechanism for allocating goods and services among consumers and productive resources among producers.

Related concept: Supply and demand

Scarcity

Scarcity is the condition that exists because human wants are unlimited, but the resources to produce all of the goods and services we could desire are limited. This inevitable imbalance between wants and resources is the basic economic problem of all societies.

Related concepts: Wants
Needs

Specialization

Efficient use of scarce resources requires specialization, concentrating effort on what an individual or society does best. Occupational and regional specialization increases the productivity of existing resources, making it possible to produce more of the goods and services people want.

Related concepts: Division of labor
Efficiency
Industrialization

Supply and Demand

The laws of supply and demand state relationships between quantities demanded by consumers and quantities producers are willing to supply at a given time, assuming all other conditions are held constant. The law of demand holds that as the price of a good or service declines, the amount buyers demand at each price increases. Conversely, as the price rises, the amount buyers demand at each price decreases. The law of supply holds that as the price of a good or service increases, the amount that producers are willing to offer at each price increases. Conversely, as the price decreases, the amount producers are willing to offer at each price decreases. The tendency in the economy is for the quantity demanded and the quantity supplied to move toward an equilibrium price at which the quantity producers are willing to offer and consumers are willing to buy is identical.

Related concept: Marginality

Trade-Off

The choices necessitated by scarcity are rarely either/or propositions. Rather, they usually involve trade-offs, accepting or choosing less of one thing in order to get more of something else. We do not choose between bread and chocolates, but rather between relative amounts of bread and chocolates.

Related concept: Marginality

Social System Concepts

Community

A community exists when a group of people live in close geographical proximity, are socially interdependent, participate together in discussion and decision making and share a sense of belonging. A sense of shared identity in tandem with a recognition of reciprocal rights and obligations among all members is the essence of community.

Related concepts: Rights
Socialization

Culture

Culture is the way of living which any society develops to meet its fundamental needs. It is the learned, socially transmitted heritage of beliefs, ideas, customs, values, symbols and artifacts shared by a people in a society. In short, it is everything people think, do, and have as members of society. Each society has a distinct culture from any other, although specific components of a given culture may also be found in different cultures.

Related concepts: Norm
Socialization
Values

Group

A group consists of two or more people interacting over a period of time with an awareness of some commonality. It is through group interaction that people learn human behavior characteristics and satisfy most of their needs, material and nonmaterial. Since human beings are gregarious, any understanding of humans must include an understanding of human groups.

Related concepts: Interdependence
Norm

Institution

Institutions are complex sets of roles, norms and laws which are integrated around the major functions (or needs) of society. Institutions are characterized by division of labor and specialization. All societies are composed of political, economic, legal and social institutions. Sets of institutions comprise social systems.

Related concepts: Need
Social System

Interdependence

In all societies man lives in groups, and individuals, families. communities, organizations and other groups help each other to meet their basic needs. People help each other attain the goods and services, as well as the intangibles needed to function in society. Societies also help each other. Increasingly, all nations in the modern world are part of a global interdependent system of economic, social, cultural and political life.

Related concepts: Specialization
Society

Norm

A norm is a standard of appropriate behavior developed by the group to which members are expected to conform. Norms considered vital to a society's very existence are known as "mores.". Norms not only vary across societies and through time, but sometimes between different social classes and within different subcultures in the same society.

Related concept: Values

Role

A role is an expected behavior pattern which accompanies a particular social position. Each day almost everyone must function in many different roles, and frequently they conflict with one another. College professors, for example, are expected to be prepared to teach when their classes meet, yet family responsibilities may prevent proper preparation for class.

Sanction

Sanctions are formal or informal means of social control, consisting of either rewards or punishments, by which the group encourages conformity to norms and role expectations and discourages deviance from them. Groups employ a wide variety of pressures and controls to ensure that norms are obeyed, from informal mechanisms such as praise and ostracism to formal laws and their attendant legal sanctions. Although individuals violate norms every day, more often they are conformed to because during socialization most of the norms and values of a culture are internalized.

Related concepts: Law
Social control

Social Change

All human societies are constantly in a state of change. Change itself is a neutral process; whether it constitutes progress or decline depends on the perspective of the observer. Change results from contact between cultures and interactions among groups within cultures. Modern means of communication and transportation have made possible a broad distribution of cultural items and ideas, and have been a primary agent of social change. Innovation, as a means of confronting political, economic and social problems, is also an important factor in social change.

Social Processes

Societies develop according to recurrent sequences of interaction called social processes. The most basic such processes are social interaction and communication. These general processes give rise to more specialized processes such as: association, dissociation and stratification; cooperation and accommodation; competition and conflict; and assimilation.

Socialization

Very little human behavior is innate. Every society is therefore faced with the necessity of teaching its children values, skills, knowledge and other aspects of behavior necessary for the preservation of the society. Socialization describes the process through which associations with other humans prepares the child to function successfully within society.

Related concepts: Community
Institutions
Society

Society

Society is the all-encompassing group. It is a relatively large, self-sufficient social group which shares a common culture and maintains a structured system of social interaction. A group qualifies as a society if it seems likely that it would be able to continue in substantially its present form through subsequent generations if all other communities in the world suddenly disappeared.

Status

Power, property, prestige and other rewards in society are not equally shared. Some individuals are more powerful and influential than others. An individual's status is not necessarily a reflection of one's contributions to the society. Although social position may be gained through one's own efforts (achieved), it can also be given to one on the basis of age, sex, race, birth, etc. (ascribed). Broad segments of a society whose members share a common status are known as social classes.

Related concepts: Culture
Social class

Values

Values are the ideals or behaviors to which the group attaches a high worth or regard. Values are the standards of choice that guide the community toward meaningful and desirable ends. As such, they are inevitably present as a part of the human experience, functioning as the criteria by which thought and action are oriented, assessed and justified. The norms and sanctions in a society are expressions of its values

Related concepts: Ethics
Norm
Sanctions

Basic Themes

While integrating the four systems, the new civics curriculum should also address seminal themes and ideas that have influenced and will continue to influence our decision making. The *Our Democracy* project has identified three themes that it views as essential: history, civic values, and global awareness.

History

We can understand the present better and more accurately predict the future when we know our own history. We can see events and ideas in a larger and more meaningful context. We don't develop this clear-sightedness, however, by memorizing historical dates and names. Instead, we must look at patterns, evolving beliefs, changes in society, and the interactions among systems that have brought us to the present. The new civics curriculum would help students learn to evaluate our past experiences and consider both our wisdom and our follies. How have we progressed toward our ideal and promise of democracy? This question should be an integral part of the new curriculum.

Civics materials should include copies of actual historical documents, such as the Declaration of Independence, the Preamble to the Constitution, and Martin Luther King Jr.'s "I have a Dream" speech. The documents themselves give students a sense that each is unique and significant and that real individuals created and delivered them.

Today we must consider ourselves not only American citizens, but global citizens as well. Instead of confining our historical studies to the United States, we must look at the global context of our development as a nation. Although we have, at times in the past, been isolationist in our thinking, we can no longer allow ourselves such a narrow view of either history or current events.

We should continue to value and read our own Declaration of Independence; however, we must also become familiar with other historical documents from Europe, South America, the Middle East, and Asia. The more our students understand our economic, social, political, and legal "roots," the more capable they will be when they must make civic decisions as adults.

Civic Values

For a society to survive, most of its citizens must share a common set of values. An effective civics curriculum should help students understand that our values affect all of our civic decisions, just as the values of people in other cultures affect theirs. One of our educational goals should be to reinforce students' commitment to our democratic values. At the same time, students must also learn to inquire about and debate accepted democratic concepts and relate them to non-democratic ideals of other countries.

A multidisciplinary civics curriculum can show students that the meaning of a particular value can change over time and that civic values really represent goals that we all strive for, rather than our actual deeds. Although we affirm certain values, we also make choices and behave in certain ways. These choices and behaviors may reflect our stated values and they may not. Many times, they reflect a compromise between equally strong values that come into conflict. Students need to learn how to analyze our country's professed values and compare them with our leaders' decisions and behaviors.

Real-life situations can help students see how people's values affect their civic decisions and behaviors. Communities must often choose a course of action that satisfies some community members and dissatisfies others. Environmental issues, for example, can force communities to choose either jobs and productivity or clean air and water. In our society we value both, and thus we must make compromises.

Changes in our society have also brought changes in beliefs, assumptions, and values. Here again, students need to understand how our values have evolved. For example, many of our social values come from Europe, American Indian culture, Africa, and Asia. We have synthesized both Western and non-Western beliefs and have made them uniquely American. Thus, even in the study of values, historical and global perspectives are important.

For purposes of instruction, the *Our Democracy: How America Works Project* has identified the following values as an appropriate focus for educating our next generation of citizens:

- BASIC VALUES — Values that guide the creation and subsequent evolution and interpretation of the Constitution.

1) **Human dignity**
   The worth and dignity of each person is of supreme value.

2) **Individual Freedom**
   Each individual can and does make personal choices that affect his/her life and society.

- SOCIAL/INSTITUTIONAL VALUES — Supporting values that are implemented through the basic systems of our society.

3) **Rule of law**
   Actions carried out with governmental power are authorized by laws promulgated through established procedures rather than being dictated by personal whim or private ambition.

4) **Consent of the governed**
   The authority of the government to govern comes from the people to whom public officials are responsibilities.

5) **Property**
   Each individual has the right to hold and be secure in owner ship of private property;

6) **Due process**
   Before being deprived of life, liberty or property, each person is entitled to guaranteed protection of rights under the law;

7) **Equality of opportunity**
   Each person has equal opportunity to fulfill his/her potential;

8) **Freedom of thought and expression**
   Each person has the right to hold and express personal views in speech and behavior (freedom of religion, speech, press, assembly and petition);

9) **Pluralism**
   The difference in how people choose to live their lives and their values is welcomed, respected and free from unwarranted external intrusion;

10) **Authority**
    Legitimate power, recognized and sanctioned by custom, institutions, law, constitution, or morality is respected.

11) **Privacy**
    The right of individuals, groups or institutions to determine, when, how and to what extent information about them is communicated to others;

12) **Justice**
    Each person is entitled to fair, equal treatment under the law.

13) **Promotion of the common welfare**
Each individual has a responsibility to work to protect the political, legal, economic and social systems and freedoms enjoyed by all.

- PERSONAL VALUES — Values that are implemented by individuals in their citizen role as they relate to others.

14) **Integrity**
Having soundness of moral character and acting consistently with one's values.

15) **Reasoned judgment**
Using objective, rational, and systematic reasoning processes to make logical decisions.

16) **Responsibility**
Accepting the consequences of one's choices and actions.

17) **Participation**
Actively taking part in the political, legal, economic and social systems.

18) **Patriotism**
Loving and supporting one's country through attitude and action.

19) **Tolerance**
Permitting without hindrance the expression of opinions and practices that differ from one's own.

20) **Compromise**
Being willing to settle disputes by mutual concessions.

21) **Cooperation**
Working together voluntarily for mutual benefit.

22) **Courage**
Facing difficulty and danger with firmness and without fear.

23) **Truthfulness**
Being in accord with fact or reality and free from fraud or deception.

24) **Fairness**
Treating others without dishonesty and injustice.

25) **Generosity/compassion**
Being sensitive to the welfare of others and willingness to be liberal in giving or sharing of one's resources.

Global Awareness

More than any previous generation, today's adolescents must develop a global perspective of political, social, and economic issues. Our "global village" is made up of many nations, some with our democratic values and some without. The United States is part of an increasingly integrated and well-informed global system. No country can isolate itself and assume responsibility only for what happens within its boundaries.

Improved communication and transportation now allow us to cover our planet with ease. Because of these improvements, our understanding of the world is rapidly improving. Yet other technological advances—and the sheer numbers of human beings on our planet—have created the need for difficult and farsighted political and economic decisions. What will happen when our supplies of natural oil run out? What about acid rain and its affects on American and Canadian forests? What can we do when other countries refuse to cut back on pollution and industrial wastes? Today, each country's political and economic decisions affect not only its citizens, but others as well.

We realize all too well that we are now capable of destroying all life on earth. Our methods of choice include pollutants, toxic wastes, biological and chemical weapons, and atomic bombs. We cannot go back in time and eliminate these changes in our technology. Unfortunately, our ability to destroy ourselves will remain. We must, however, attempt to ensure that future generations of American citizens have the global awareness and the problem-solving abilities they need to make reasoned, responsible decisions. Thus, one of our goals should be to increase students' understanding of our global systems and the delicate balances we must maintain if we are to survive.

Effective Instructional Strategies

Certain types of instructional strategies will help ensure the success of the civics course. The *Our Democracy* project recommends that, in general, teachers approach instruction in the following ways:

1. Select, organize, and present content in a way that relates to the life experiences of young adolescents.
2. Be concrete. Reduce the use of abstractions and technical vocabulary.
3. Relate local political, legal, economic, and social systems to state, national, and international systems.
4. Focus on people. Use case studies or biographies that show them actively participating in our four systems.
5. Focus on public policy issues, including those that span generations and nations.
6. Compare our systems with the systems of other nations.

7. Provide opportunities for students to discuss and think about cultural values.

8. Involve students in a variety of "hands-on" activities and investigations.

9. Use cooperative learning to reinforce content and skills.

For eighth- and ninth-grade students, materials should stress active learning. Games, simulations, cooperative learning activities and other group activities can help students learn to communicate, cooperate, negotiate, and compromise. Such skills will prove extremely valuable as they mature into adults.

The new curriculum must also find ways for students to actually participate in civic activities, including volunteer community service. Through such activities, adolescents can begin to feel that they are part of the community and that individuals can make a difference. Students need to develop the skills—and the will—to participate in their community. Voluntary service, for example, will allow students to:

1. Address a real need;

2. Bring community issues into the classroom for discussion;

3. Collaborate with adults and other adolescents;

4. Increase their self-esteem and sense of civic responsibility; and

5. See others' perspectives of community problems and events.

Perhaps most importantly, all of the materials and activities for students must be appropriate for eighth- and ninth-grade students. Civic illiteracy will not be wiped out by demanding more of our students than they are capable of giving. Teachers and curriculum developers must be sensitive in making intellectual demands of young adolescents. Students in grades eight and nine are beginning to shift from concrete to abstract thought. Yet, when they think about current events and conflicts, they still tend to focus on their own needs and the personal consequences of issues and events. Thus, the new curriculum must provide plenty of opportunities for students to personalize what they are learning. Even though adolescents begin to give up an egocentric view of the world at about this age, they typically do not place importance on community needs and public consequences until they are older.

Civics materials should provide concrete, relevant examples that help students move toward more abstract thinking. Students need to apply what they learn to familiar settings and to knowledge they already have. In this way, we can make civic instruction an active process, one that helps adolescents develop a strong commitment to our democratic values. At the same time, we will also be developing critical thinkers and problem-solvers who have a balanced perspective toward our democratic systems.

Citizenship Decision-Making

It is obvious that citizens need to be effective decision-makers as they participate in each of our four basic systems. The course should incorporate an effective decision-making model that recognizes that citizens need to be skilled at making decisions and at evaluating decisions. To possess and use decision-making skill, students need in-depth knowledge, the desire to be thoughtful about decisions, examples of thoughtful decision-making and practice making thoughtful decisions.

Decision-Making Model

The following list of steps describes a systematic method for making decisions. The steps will help decision-makers identify, analyze and choose among alternatives and evaluate the results of the decision.

- ☐ Define your problem
- ☐ Identify and rank your goals (values)
- ☐ Determine your alternatives
- ☐ Analyze the consequences of each alternative
- ☐ Choose the best alternative for achieving your goals
- ☐ Put your decision into action
- ☐ Evaluate your decision

This decision-making model is not a discrete list of skills which students learn independent of a knowledge base. Students need an accurate knowledge of the four basic systems of the United States and their role in each to be able to apply the model to specific issues. Specifically students need in-depth knowledge to be able to:

- ☐ correctly identify the dimensions of a decision situation;
- ☐ correctly identify and describe alternatives;
- ☐ correctly predict the consequences of alternatives; and
- ☐ accurately evaluate their decision.

Insights from the scholarly fields of political science, jurisprudence, economics and sociology should be drawn upon to help students evaluate alternatives.

Teaching the Decision-Making Model

To learn the skill of decision-making, students need examples of individuals making thoughtful decisions and opportunities to practice making decisions. The model should be introduced early in the course and referred to with additional detail added as students progress through the course. Examples throughout the course could show individuals, including young adolescents, making thoughtful decisions. Content focused on policy issues offers additional opportunity to apply the decision-making model.

Appendices

Policy Making

One technique that has the potential to integrate the four systems and to develop decision-making and critical thinking skills is the action of making policy.

The general policy making strategy suggested here explores the dynamics between the ideal and real; between social and personal principles and the "facts" of life. That is, a tension exists between what we believe and what we do. Exploring that tension provides a means for students to practice policy making.

Policy making starts when we begin to ask if the gap between ideals and practices is too wide. All of us can develop statements of principles based upon our (historical and contemporary) understandings of who we are. We can examine classic statements of our ideals. Documents such as the Declaration of Independence, the Preamble to the U.S. Constitution, Martin Luther King, Jr.'s "I have a dream" speech,and so forth can help in this endeavor. We can then assess the present situation and develop public policies intended to bring our lives more in congruence with our principles. Finally, we should evaluate the consequences of our policies and make corrections as needed.

This general pedagogical strategy is the foundation for a policy making model of instruction. It can help us focus on the future, use past experiences and wisdom, and evaluate the ethical health of the group and society.

The four systems are naturally integrated in the real world, and its policy dilemmas. The study of issues and formulation of policies provides the context for students to integrate and use the reservoirs of knowledge cited above. To show how this can be done the following example is provided.

Recycling: Once is Not Enough

This example uses the topics of waste and recycling of waste to show how students' knowledge about the four systems can be integrated and used both to understand an issue and develop personal and public policy. The following student background reading and problem situation provide an example of inquiry and policy making that can engage students, and that teachers can use as models for developing their own lessons. These readings are drawn from *The Recycling Study Guide* published by the Wisconsin Department of Natural Resources in 1988.

After completing the reading on "Dealing with Waste," students should be presented with the case study, "The Garbage Before Us."

Dealing With Waste

It's Monday morning. Your alarm clock is set for 6:30 am. In anticipation of getting to school early today, you wake up fifteen minutes before the alarm goes off. Today, you and a small group of your classmates are planning to visit a recycling plant in your town and for the first time in your life you are thinking about garbage.

You rush to the bathroom and use the last of the toothpaste then throw the tube away. At breakfast you finished the last of a carton of milk with your cereal and throw it, along with a large pile of scrap paper... by products of your groups research paper, in the trash can. Leaving the house for school, you put all this trash and the rest of the week's garbage on the curb outside your house. When you come home in the afternoon, you fully expect that all the garbage will be gone, but you really never think about where it goes and who has to deal with it.

Like most U.S. citizens this year, you will throw away about 415 pounds of product packaging and another 900 pounds of paper, plastic, aluminum, and other materials. Now multiply that by the number of people in your family, in your neighborhood, city, state... you get the point... we create a lot of garbage!

The average state will accumulate about 7 million tons of solid waste each year! Where does it all go?

For the most part, this waste ends up in landfills. Landfills are sites for the controlled burial of solid waste. Just think about the space needed to bury approximately 350 million tons of garbage each year from our 50 states.

So what's the problem? We seem to be able to bury our garbage. Right? Wrong! We are rapidly running out of landfills. Some states and nations now "export" garbage. But the issue of space in which to put the waste is only part of the problem. Discarding waste in unsafe ways and in inappropriate places endangers the environment upon which we all depend.

Water Pollution

What happens when rainwater or melting snow seep through buried trash? A liquid called leachate forms that can flow out of the landfill. Leachate contains concentrated contaminants that can be harmful, especially if they seep into surface water and ground water supplies. Ground water quality is a major concern in most states. The *hazardous wastes* in leachate come from many sources, including items we commonly throw out at home, like motor oil, paint, garden pesticides, and household cleaners.

Hazardous Gases

Methane gas can form in landfills as a result of decomposition of organic materials like grass clipping sand food wastes. Methane is flammable and toxic, and can move through the soil into the air or into nearby basements. Recently, researchers have discovered that when some plastics and other human-made chemical decompose, they liberate small amounts of even more hazardous gases, like vinyl chloride and hydrogen sulfide.

The NIMBY Phenomenon

Finding places to put landfills isn't easy. Few people are eager to live near a landfill. This attitude is sometimes called the NIMBY phenomenon: "Not In My Back Yard!" Many people believe landfill construction and operation result in traffic, noise, dust, aesthetic loss, declining property values, ground water contamination, and other hazardous waste pollution. While fears often have been justified, modern landfill design, construction and management can minimize most of these problems.

Land Use

As we continue to make waste, the landfills are filling up, creating what has been called a "garbage crisis" in many states. It is estimated that most existing landfills will be full within 10 years. In some areas, landfills will reach capacity much sooner. Thus, the need for developing new recycling systems and landfills is increasing and urgent.

What can be done?

1. Reduce the quantity of waste produced. For example, packaging can be designed to use less material, to be recyclable and to contain fewer hazardous chemicals. We can encourage redesign of packaging by selective shopping and by expressing our views about packaging to retailers, industry and environment.

2. Reuse items. Soda bottles, old furniture, clothes, tires, appliances and automobiles or their parts, industrial shipping containers (barrels, pallets, cardboard boxes) and many more items can be reused.

3. Recycle. Recycled newspaper can be made into newsprint, paper bags, cellulose insulation, egg cartons, animal bedding or cardboard. A state beverage container deposit law (sometimes called a bottle tax) could provide the incentive to return beverage containers for a deposit. Glass and aluminum from beverage containers can be made into new containers. Cooking oils and meat fats can be made into chemicals and cosmetics, coal ash into shingles and concrete and plastic bottles into artificial lumber and winter jackets.

4. Compost organic wastes. Gardeners know both the ease and the value of composting food and yard wastes to create rich humus that improves soil fertility and texture. Some businesses also can compost their organic wastes. For example, cheese whey, organic sludges from paper mills and sewage treatment plants and remains from cleaning fish can be composted.

5. Recover energy from waste. Each ton of solid waste has the energy equivalent of 70 gallons of gasoline—enough energy to drive a small car from coast to coast.

6. Landfill nonrecoverable items. We may always need landfills. But by using the techniques described above, we can cut the need for landfills in half by 1995. A better long-term goal is a 75 percent reduction.

None of these options is the sole solution to our waste disposal problem. Each option has side effects that must be considered when we're selecting the best solution for each solid waste problem.

What Can you Do?

You can start by looking at what you throw away at home. Each person's "drop in the bucket" adds to the trash problem. If each drop becomes smaller, the problem is reduced.

Everyone produces some waste. Think about the goods, services, and activities you buy or support. In what ways do they contribute to the solid waste problem? How could you purchase and dispose of items in ways that generate less trash? What can you do to voice your opinion about solid waste issues in your community? For example, consider:

☐ buying goods in returnable and recyclable containers.

☐ learning where you can take items to be recycled and showing your support by recycling.

☐ composting food wastes, leaves, and grass clippings.

☐ finding people in your town who are interested in reducing waste, promoting recycling, inventing new uses for old materials, fighting litter or encouraging local merchants to sell goods in returnable containers. How can they help you? How can you assist them?

☐ taking an active interest in how your solid waste management tax dollars are spent. Compare your community's hauling and disposal costs with those of neighboring towns. Investigate the quality of your local landfill and measures being taken to make it as safe and long lasting as possible.

☐ learning how nature recycles materials. Is much wasted?

Each of us contributes to the solid waste problem. Each of us can help solve it.

The Garbage Before Us

The city of Plenty, population 250,000, is faced with a serious problem. The two landfills that it has been using are now filled and the state cannot or will not license another landfill in the region. Further, people living around the city do not want a landfill in their area. The city of Plenty does not have a recycling law in effect although many citizens have been recycling their waste for years. Citizens also feel that their taxes are already too high and other services like schools, streets, and sewage systems are in need of financial attention.

The issue before us can be defined quite simply—how can we better handle our waste?

Questions to consider:

1. How much waste does the city of Plenty produce each year?
2. Since the landfills are full, what can the city do with its garbage?
    a. What are the choices available to the city?
    b. What are the cost and benefits of each alternative?
    c. How will individual rights and liberties be protected depending on which alternative is accepted?
3. Should the state and federal governments be involved with the county and city governments in planning for the future disposal of wastes?
4. Should citizens be responsible for their own garbage?
5. What could a 5 or 10 year waste management plan for the city of Plenty look like?

Using An Integrated Approach

Attempts to answer these types of questions call for ways to engage or use the knowledge found in our economic, political, social and legal systems. But simply picking concepts from these disciplines, while necessary, is not sufficient in formulating public policies. These systems of knowledge need to be integrated in ways that will illuminate the issue and provide alternative policies for consideration. The important process is to first understand the issue and then to suggest social changes that move us toward a better situation.

The first task is to *imagine* a situation where because of changes in human behavior (in the city of Plenty, for example) the garbage problem could be resolved. This might include changes in laws dealing with what kinds and quantities of waste the city will pick-up; changes in the pricing of packaged goods and the types of materials used in packaging; changes in the way the laws are interpreted and enforced against people who might believe that garbage is not a serious problem; and changes in the social values that people hold toward each other and the environment.

Can such changes be imagined? Is a city where people continually try to produce less garbage possible? A city where all help protect everyone's environment? Where they recycle as much of their waste as possible? A city that is litter free? Where political and economic decisions are based on the health and beauty of the environment?

Our second task is to construct policies that will help resolve the issue. The question is: how can movement toward the ideal imagined above be achieved?

How can policy be constructed for both our personal and public lives that will help achieve the goal? Personal policy means dealing with personal behavior patterns and value premises about the relationship between the individual and society; and public policy means dealing with civic and governmental behavior and cultural premises of society.

It is clear that each of the four knowledge systems are necessary to understand economic, political, social, and legal behavior. But in order to integrate the four areas and form policies that will move us toward our goals, the five abilities suggested above must be used, as well as, a more comprehensive framework for study and action. It is suggested that the issue of waste and recycling can be understood by considering the following fundamental themes: human behavior patterns, cultural assumptions upon which behavior is rationalized or explained, the demographic realities of the setting including patterns of growth or decline, and the environmental setting or ecology of the region in question. With this background let us take a closer look at the city of Plenty and its waste problem. The following example shows how students can develop personal and public policies on the issue of waste. Students would be divided into groups and given the following reading that outlines options and guides them through evaluation of those options.

Planning Waste Management

1. Imagine yourself as the mayor of Plenty. Your landfill must be closed because it doesn't comply with present standards for protecting the environment. What's Plenty going to do with all its garbage? As mayor, you're responsible for investigating new options for managing solid waste. You begin by forming a solid waste committee to study the options. Who do you think should sit on this committee (town treasurer, public works director, citizen representative, landfill developer, etc.)? Classmates can play these roles and decide on a name for the committee.

2. Call a meeting of the committee. Your assistant has prepared the chart, "Managing Garbage From Homes," to help members see some options and impacts of managing garbage.

   Study the chart and, as a group, consider the following questions:

   ☐ At first glance, which waste disposal option seems best? Why? Do you all agree? Is there one best option? What are the economic costs? Political costs?

   ☐ What criteria and values are you using to judge options? Are you pro-business, pro-taxpayer, pro-environment, pro- convenience? Discuss how your personal points of view might influence how you judge the importance of each potential impact.

   ☐ For how many years into the future are you planning? Why is this an important consideration (population growth, long-term economic, and environmental impacts, etc.)?

   ☐ How big is 52,000 cubic yards? How much space will you need if you choose to landfill garbage for that many years?

   ☐ Compare the pros and cons of citizen convenience and environmental impacts for each option. Do you consider citizen convenience more important than environmental impacts or vice versa? Why? How does your view affect which option you would choose? Should saving money be your only concern?

   ☐ Does this chart calculate in the "costs" of each option's long-term environmental impacts or use of natural resources? What might these "costs" be? How much should your committee be concerned about these "costs" in making your decision? How easy is it to put a dollar value on environmental damage?

☐ If creating jobs is high on your list of priorities, which option would you choose? What do you think about the often-made statement that recycling eliminates jobs? You have read somewhere about composting municipal solid waste. Where can you find out more about composting? Why might your community consider composting as a valid option for waste disposal? Which wastes could be composted?

☐ What are the pros and cons of incineration? Do you think the benefits (landfill space saved, energy produced, convenient) outweigh the costs (landfill still necessary, toxic ash and air pollutants produced, expensive)? What are the experiences of other communities that already have installed incineration compare with those of recycling?

☐ Recycling newsprint sounds like a great way to save landfill space and trees. But you've heard that some newspapers use ink that contains lead, a hazardous metal. What happens to this lead when the paper is land filled, recycled, composted, burned? What have newspaper manufacturers substituted for lead inks?

3. Investigate what is required by local, state, and federal laws for choosing the waste management option(s) for Plenty (e.g., public hearing, citizen referendum, environmental impact statement).

4. Do you feel you have enough information to make a wise decision for your city? If not, where can you find this information?

5. Now that your committee has investigated and discussed the options for solid waste management plan, make a decision about which option(s) the city should enact.

6. List suggestions for what you can do to ensure the success of the new waste management plan (e.g., community education, providing containers for recycling).

Table One

Managing Garbage from Homes: Options and Impacts★

Option	No. of Employees	Landfill Needs/yr (cubic yards	Net Costs ($/yr) (includes sale of any energy produced)	Amount of Energy (gallons of gas equivalent)	Environmental Issues	Citizen Convenience
a) **Landfill everything.** (landfill 15 miles away)	Collection 40 Landfill 2 Total 42	52,000 yd.	Collection $1,300,000 Landfill 520,000 Total $1,820,000	Collection 30,000 gal. Landfill 13,000 Total Used 43,000 gal.	• is unattractive • uses land • can pollute water & air • can create hazardous gases (methane) • bury/lose natural resources	• just put waste at curb
b) **Voluntary Recycling.** Curbside pickup of: glass, newsprint, plastic, aluminum. Landfill remainder.	Collection 44 Recycling center 8 Landfill 2 Total 54	47,000 yd.	Collection $1,400,000 Recycling (profit) 10,000 Landfill 470,000 Total $1,860,000	Collection 33,000 gal. Recycling (saves) 300,000 Landfill 12,000 Total Saved 255,000 gal.	• reduces impact at landfill • reduces pollution from manufacturing • reuses natural resources	• need to separate recyclables • builds good habits
c) **Mandatory Recycling.** (as in "b" above)	Collection 48 Recycling center 15 Landfill 2 Total 65	42,000 yd.	Collection $1,500,000 Recycling (profit) 60,000 Landfill 420,000 Total $1,860,000	Collection 36,000 gal. Recycling (saves) 600,000 Landfill 9,000 Total Saved 555,000 gal.	same as voluntary recycling above	• need to separate recyclables • requires enforcement for non-compliance
d) **Mandatory Composting** of yard waste. Landfill remainder. (Figures assume ½ yard waste is composted at home.)	Collection 42 Compositing 1 Landfill 2 Total 45	45,000 yd.	Collection $1,350,000 Composting 50,000 Landfill 450,000 Total $1,850,000	Collection 33,000 gal. Composting 10,000 Landfill 10,000 Total Used 44,000 gal.	• reduces need for landfill • reduces methane gas pollution • reduces strength of leachate • produces fertile humus • reuses natural resources	• need to separate yard waste • builds good habits
e) **Incinerate** for energy recovery. Landfill ash and non-burnables. (Incinerator in town.)	Collection 38 Incinerator 12 Landfill 1 Total 51	10,000 yd.	Collection $1,250,000 Incineration 750,000 Landfill 200,000 Total $2,200,000	Collection 28,000 gal. Incinerator (produces) 840,000 Landfill 2,000 Total Produced 810,000 gal.	• reduces need for landfill • produces fly ash high in heavy metals that require special handling • produces air pollutants • consumes natural resources	• just put waste at curb

★ Example compares costs for a community producing 100 tons/day, 5 days/week. Numbers presented are realistic but not specific to any one community. Other options and combinations of options exist.

Evaluating Consequences

As policies are formulated consideration must be given to how these policies (usually stated as laws or ordinances) will affect citizens' patterns of behavior, the social or cultural premises of citizens, demographic patterns, and the relative quality of the environment. We know, for example, that if we want most citizens to produce less waste, to recycle most of it, and to purchase goods in ways that will enhance these efforts, then their behavior patterns and assumptions about garbage will have to change. How can city policy do this? How can the economic, political, social, and legal systems be understood as a larger system, and how can the academic disciplines that roughly correspond to these systems help us in the development of policy, taking into the account behavior, cultural assumptions, demography, and the environment?

Consider the following questions:

☐ How would you change behavior of citizens toward waste management?

When considering changes in the behavior of citizens and the role of the four knowledge systems, we can ask: What economic, political, legal, and social concepts should be used to understand and/or implement changes in behavior?

Political:	influence, power, decision-making, etc.
Legal:	court injunctions, due process, justice, etc.
Economic:	prices, trade offs, convenience, opportunity costs, savings, etc.
Social:	peer pressure, social values, etc.

☐ How would you change the cultural premises/assumptions of citizens and institutions relative to waste and waste management?

When considering changes in cultural assumptions and the role of the four knowledge systems, we can ask: What political, legal, economic, and social concepts should be used to understand and/or implement changes in cultural assumptions?

Economic:	long and short run costs and benefits, etc.
Political:	grass roots support, majority rule, etc.
Legal:	property rights, public responsibility, etc.
Social:	public good, private conveniences, etc.

☐ How would you show the demographic patterns of your community and its relationship to the waste management issue?

When considering demographic patterns and the role of the four knowledge systems, we can ask: What political, legal, economic and social concepts should be used to understand these trends?

Political:	voting patterns, etc.
Legal:	individual rights and responsibilities, etc.

Economic: capitol, labor, employment, infrastructure, land use, etc.
Social: age patterns, social status, etc.

☐ How would you enhance the conceptions of the ecosystem held by citizens?

When considering the ecosystem and the role of the four knowledge systems, we can ask: What economic, political, legal, and social concepts should be used to enhance the understanding of the environment?

Political: influence, power, environmental laws, etc.
Legal: property (water) rights, social responsibility, etc.
Economic: Land use, trade offs, investment, etc.
Social: public health and welfare, etc.

Using This Model

This model for using and integrating the economic, legal, political, and social systems can be used in a number of different ways. And, all aspects of the model do not have to be used with equal intensity. What is important, however, is the use of a pattern of study and the following policy-making strategies:

1. The presentation of the issue should be set within the context of a more ideal state or situation against which the present or real setting can be evaluated. Doing so requires the use and examination of values upon which the more ideal state is based.

2. Political, legal, economic, and social knowledge should be used in the study of the issue and in the creation of personal and public policies developed to resolve the issue.

3. The issue should be studied within an integrating framework that addresses the themes of human behavior patterns, cultural assumptions, demographics, and environmental setting.

4. Personal and public policies should be developed and shared that will help move the individual, community, or society from the present (real) situation toward the more ideal setting envisioned in number one above.

Taken together these four operations or strategies can help us imagine a better condition, use our reflective abilities, and the knowledge of our political, legal, economic, and social systems within an integrating framework to create policies that will help change present problems and settings into more ideal conditions. Used in conjunction with other teaching strategies, this model provides a means for educating and empowering students to become effective members of a democratic society.

Summary

The *Our Democracy* project is based on the belief that an interdisciplinary civics curriculum can provide an optimal civic education for young adolescents. Young adolescence is a critical transition period—one in which students begin to develop their political understanding and their capacity to think in sociocentric terms. Government, community, and society no longer exist simply to serve their personal needs. As difficult as the process may be, students begin to understand that what is best for them and their family may not always be best for the community.

Young adolescents begin to understand that issues and people are not completely right or wrong, good or bad, or any other extreme. Through their experiences and their schooling, they come to see that a democracy cannot exist without diverse opinions and the peaceful resolution of conflicts. The multidisciplinary approach recommended by the *Our Democracy* project can help young adolescents develop a mature understanding of their civic environment.

Students who complete such a multidisciplinary course should have achieved a substantial number of learning goals. For example, they should know the historical foundations and the structure of our political, legal, economic, and social systems; they should understand our basic societal goals and values; and they should have improved attitudes toward our democracy and their future roles as citizens.

In addition, students should have developed competencies and skills that will benefit them as they mature. For example, they should have had practice in communicating ideas to others, cooperating with others in groups, compromising, analyzing data, and making thoughtful decisions and judgments about people, institutions, and our political, legal, economic, and social systems. Although all students will not have acquired all of these competencies, the goal of the *Our Democracy* project is nothing less than civic literacy for all eighth- and ninth-grade students in the United States.

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Appendix A

Content Generalizations

The following content generalizations and those concepts listed in earlier are not meant to be a comprehensive listing of content from each discipline, but, rather, fundamental content about each system needed by citizens to effectively fulfill their roles.

Economic Content

Economic systems address the question of survival; not so much as an individual, but as a member of a group or society. In many ways, it is remarkable that so many of us continue to exist. This fact is testimony to the workings of the system. On the other hand, the facts of want and misery give evidence that our solutions to economic problems are, at best, partial. Every economic system must deal with scarcity caused by the relationships between limited resources and unlimited human wants and values. Because of these relationships society and people must economize; that is, make choices about how to allocate resources to meet wants and values. Thus, people working together create economic systems to decide questions of production, distribution, and consumption of goods and services. These decisions are also affected by the relationship of one economic system in a particular society with other economic systems in other societies.

The economic system is created to maximize the material satisfaction of as many people as possible within society. This system which is made up of inputs, conversion functions, and outputs can be understood and used when dealing with personal and civic/social issues. System inputs would include resources (human, capitol, and natural), cultural preferences, income levels and distributions, demand levels of consumers, and the general satisfaction and support of the system from the people. System conversions address questions of production, control, distribution, and psychological and social roles that people play.

System outputs are those goods and services that are consumed, levels of spending and saving, decisions about public goods and services, how the public will pay for these items, and how to control prices, inflation, employment, and income levels.

Economic Content Generalizations

1. The individual plays four roles in economic life: as a worker, as a consumer, as a saver/investor and as a citizen.

2. The conflict between unlimited needs and wants and limited resources is man's basic economic problem: scarcity. Scarcity is the central problem from which all other economic problems flow.

3. The problem of relative scarcity results in a need to make choices and to economize. Every individual and society must decide how scarce resources can best be used.

4. All choices involve alternatives and carry costs and benefits. Decisions about the use of productive resources are rarely either/or propositions, rather they usually entail trade-offs among desirable goals. In decision making situations, human beings try to maximize benefits while minimizing costs.

5. Choices are made purposefully, based on a rational consideration of the alternatives and influenced by the relative pieces of competing choices. Individuals and societies attempt to make their "best" choices; they do not aim to make bad decisions. Because the criteria according to which "best" choices are determined vary from person to person and from society to society, it is impossible to explain economic decisions without an understanding of the values underlying them.

6. The consequences of all choices lie in the future. The past cannot be changed, nor the future predicted. The future orientation of choices imbues them with risk and uncertainty. Although choices are made based on an assessment of the right action for the future, both in terms of immediate and long-term effects, these assessments are often inaccurate.

7. People need goods and services (minimally food, clothing and shelter) to survive. Accordingly, every society must devise an economic system to determine how much goods and services will be produced, how they will be produced, and to whom and in what ways they will be distributed. How these matters are addressed varies from society to society.

8. The ability of any economic system to meet the needs and wants of society depends on the availability of productive resources.

9. In addition to natural, human and capital resources, time, which cannot be regained or stored, and space, which influences communication and transportation, are important factors affecting the productivity of resources.

10. The economic system of a society reflects the values and objectives of that society.

11. Very different uses (and abuses) of resources occur under private and public ownership, primarily as a result of different incentive systems.

12. Command economies have not been as subject to fluctuations in the business cycle as free-market economies, but market economies have been more successful in raising standards of living.

13. People respond to economic incentives in predictable ways, attempting to promote self-interest by maximizing output and satisfactions. Consumers seek to maximize their satisfaction, workers their wages, producers their profits and investors their return.

14. Specialization has developed in all societies. Occupational and regional specialization increases the productivity of existing resources, making it possible to produce more of the

goods and services people want. Specialization also causes people to become more dependent on one another and thereby increases trade.

15. Exchange permits specialization in production and results in more efficient use of resources. Various societies have developed standard media for exchange to facilitate trade. Currency is the chief medium in most contemporary societies.

16. Markets permit voluntary exchanges between people. The market system is the basic institutional arrangement through which the production and distribution of goods and services is determined in a free economy.

17. Self-interest makes the market system work. By raising or lowering the rewards provided for using resources in a particular way, the market directs resources toward the most productive ends. Prices are thus the major factor in the allocation of resources and the production of goods and services.

18. In a market economy, the tendency is for supply and demand to move toward an equilibrium price at which the quantity producers are willing to produce is identical with the quantity consumers are willing to buy.

19. Competition in markets reduces costs and rewards efficiency by encouraging sellers to provide the highest quality goods and services at the lowest possible prices. In a market system, competition is the primary regulator and the consumer is sovereign. In most market economies, however, the individual consumer and the public good are also protected by government regulations that set the rules under which competition takes place.

20. Individual freedom of choice is central to the way a market economy defines its goals and allocates its limited resources.

21. Consumer sovereignty has a major impact on the economic system. Consumers' values and tastes change, thereby strongly influencing what will be produced and consumed.

22. Individual alternatives are influenced by the choices of others. Modern society is highly interdependent. Accordingly, as the choices people make change the system of relationships between them also changes. As fewer American-made cars are purchased, for example, the employment options available to auto workers change.

23. The U.S. economy is a decentralized system. No one runs it and yet everyone runs it. Participation is voluntary. People are free to take their own actions, or to refrain from acting, but must accept the consequences of their decisions.

24. Increased production is dependent upon investment. When individuals and businesses save part of their incomes and make these savings available for investment in new capital resources or in enhanced human resources (education and training), the economy's capacity to produce in future years in increased.

25. The cycle of poverty in underdeveloped nations is characterized by subsistence economies which lack investment funds and education.

Political Content

Political systems deal with questions of: "Who rules?" "Why?" "Who gets what resources?" "How are advantages and disadvantages allocated?" and, "What social values will be implemented?" The political system addresses the issue of power and the processes used to obtain it. Power is the ability to make those decisions which allocate the values of society. Power binds a group to particular decisions. Influence, on the other hand, is the ability to help determine the direction of decisions made by those with power. Power must also be legitimate. That is, the people who rule are given that right by the citizens of society and the rules or laws that those in power make must be fair and necessary or, at least, perceived to be that way. Rules and rulers change when people no longer accept them.

A political system needs support to sustain itself. It must also renew itself in an orderly fashion. There is, then, a maintenance and adjustment function of the political system. Like the economic system, the political system has inputs, a conversion process, and outputs. Within society a political and economic culture is constructed that reinforces the dominate values of the peoples... particularly the people with influence and power. For example, if the political system makes, applies, and adjudicates rules it does so more or less with clear values that relate to the distribution of wealth, production of goods and services. The condition of the economic system, in turn, can produce some degree of stress for the political system. Stress within the political system can lead to instability within the economic system, and stress within the economic system can lead to instability within the political system.

Political Content Generalizations

1. Political systems exist to make authoritative decisions binding on all members of the political community. Every known society has empowered some individual or group to make decisions and establish social regulations for the group that carry coercive sanctions.

2. Governments are established to do for the people what they cannot do for themselves or, in any event, cannot do as well for themselves. The ultimate responsibilities of government fall into five general areas: external security, internal order, justice, services essential to the general welfare, and under democracy, ensuring freedom. In organizing government, it is essential to endow rulers with power and to make provision for holding them responsible for its use.

3. Government is but one of the institutions serving society. It is essential to civilization, and yet it cannot do the whole job by itself. Many human needs can best be met by the home, the church, the press and private business.

4. The decisions, policies and laws that have been made for a given society reflect and are based on the values, beliefs and traditions of that society.

5. In order to perpetuate its dominant values and system of government, every state must socialize its members in such a way that it inculcates its prevailing ideology.

6. Conflict arises within a political system when individuals or groups have competing goals and/or interpret the meaning of laws differently.

7. Political decisions are the result of the need to resolve conflicts, many of which are of a continuing nature, e.g. majority rule vs. minority rights, freedom vs. order, loyalty vs. dissent, etc.

8. Political leaders emerge when individuals are able to articulate or personify the wishes and goals of groups; leaders lose their power and influence when groups perceive their goals as different from those of their leaders.

9. Authorities attempt to legitimize their power in order to maintain both control and a stable political system.

10. Individuals are more likely to influence public policy when working in groups than when working alone. Political parties and interest groups form so that citizens having common beliefs and interests may seek to select the key personnel and mold the key policies of government.

11. Authorities tend to resist change which they feel will reduce their power and influence.

12. Individuals and groups resort to extreme methods to change public policy when they feel that authorities are unresponsive to their needs or that legitimate channels for redress of grievances are ineffective. Authorities may be violently replaced if they remain unresponsive to public demands.

13. Government cannot be effective unless it has the flexibility to cope with new conditions. Adaptation, social invention and gradual change provide the best safeguards against political revolution. A stable government, in turn, facilitates the social and economic development of a nation.

14. A democratic society depends on citizens who are intellectually and morally competent to conduct the affairs of government. Although human beings are creatures of self-interest, individuals must balance self- interest and the public interest for democracy to function. Hence, citizenship in a democracy is the exercise of rights and privileges, duties and responsibilities as a reasoned and functional act of political behavior.

15. Democracy is based on certain fundamental assumptions. Among these are the integrity of man; the dignity of the individual; equality of opportunity; the rationality, morality and practicality of man; and man's ability to govern himself and to solve problems cooperatively.

16. Although its actions are based on majority rule, democracy seeks to protect the rights of individuals and minority groups.

17. There are eight requisites of successful democratic government: 1) an educated citizenry; 2) a common concern for human freedom; 3) communication and mobility; 4) a degree of economic security; 5) a spirit of compromise and mutual trust; 6) respect for the rights of minority groups and the loyal opposition; 7) moral and spiritual values; and 8) participation by the citizen in government at all levels.

Legal Content

Legal systems deal with questions of justice and build necessary connections between the political/economic systems and the individual. The legal system also provides a way or process for ethics to play a significant role in human affairs. Law is the oil in the social machinery.

The legal system serves as a protector of basic civil rights and as a common reference point for all citizens. The fundamental discrepancies between political and economic theories and social practices are mediated through the legal system. "What should be" and "what is"... the ideal and the real... suggest an arena for the practice of law where justice and truth can help drive the social system.

We believe that law is based upon reason. That is, we expect a certain "reasonable" behavior from people. When we base laws on reason, we tell all people that we (society) will not permit behavior that threatens injury to other persons or damage to their property. Reasonableness, of course, always depends upon the people involved, the act of behavior, and the circumstances that exist. The law sets guidelines for behavior based upon the ethics and values of society. It is also possible, of course, that laws themselves can be unreasonable and they may be changed by society.

The legal system includes the courts and procedures that help people behave reasonability in society. The legal system helps the community maintain order.

Legal Content Generalizations

1. In every society and institution, regulations and laws emerge to govern behavior. Some form of punishment usually results from breaking laws.

2. Law often works in combination with extra-legal social ordering forces. Societies require a system of social control in order to survive. Informal social control (ostracism, shunning, praise, approval, etc.) is the strongest factor in securing conformity to group standards, mores and values. But social control is also partially secured by laws. Formal, codified rules of behavior are imposed over those areas of social life which are too important to be left to the custody of informal controls.

3. Society uses law to formalize social, economic and political policy. Understanding the political, economic and social systems within which the democratic citizen operates is not possible without an understanding of the legal principles and practices which largely define and support them.

4. Law provides predictability and order in human affairs. Law provides rules and processes for resolving disputes fairly and rationally and supplies guidance and regulation of many activities that would be dangerous, inefficient or chaotic without such guidance. Law serves to define and discourage unacceptable, anti-social conduct; protect basic freedoms by defining, limiting and restraining powers of officials; and set standards for social interaction.

5. Law is primarily facilitative, and only secondarily restrictive.

6. Law reflects the needs and values of the culture that creates it, and can and does change as these evolve.

7. Law frequently is faced with trying to promote competing social values. Accepted, fundamental values often are presented in circumstances where one value can be fostered by law's operation only at the expense of the other.

8. Laws are often created to resolve situations where individual rights conflict with societal needs or interests.

9. To the extent that law attempts to promote shared objectives and values by restricting or regulating thoughts and feelings as opposed to overt actions, it will almost certainly fail. Such laws are not only impossible to enforce, but any effort to this end is an assault on freedom of belief and thought which is fundamentally offensive to a democratic society.

10. Private citizens, as well as officials, have key roles to play in every aspect of the operation of law, from promulgation to enforcement and adjudication.

11. For laws to be effective, they must enjoy public support. When not supported by general public morality, the effectiveness of law enforcement is seriously impaired.

12. Law is a human system and is thus limited by the fallibility of those who make and administer it. If incompetent legislators or lazy judges are selected, or if apathetic citizens will not actively participate in the operation of the legal system, the quality of what the system produces will be limited.

13. Law's capacity to produce meritorious outcomes is limited by its ability to determine past, relevant facts. Imperfections in human powers of perception and recall and, less frequently, dishonesty impair accurate fact-finding and often render it impossible for the judicial process to determine past facts with certainty.

14. Law's arsenal of means for redress of grievances is limited, and the legal system cannot always effectively repair or compensate for injustice, injury or loss.

15. Legal processes are worthy of qualitative evaluation according to criteria apart from the results the legal processes are apt to produce. Such criteria or "process values" include such notions as participation, impartiality, rational deliberation, consistency and correction.

16. Civil liberty — freedom of thought, speech, press, worship, petition and association — constitutes the central citadel of human freedom. With it, all other kinds of freedom become possible; without it, none of them can have any reality.

17. People develop their fullest potential in a climate of freedom. Much of civilization's advance can be traced to people's search for a larger measure of freedom. Since freedom allows individuals to develop their creative talents, a society benefits when its individual members are relatively free. Freedom is unworkable, however, unless balanced by a corresponding responsibility.

Social Content

Social systems are simply the manifestation of the fact that humans are social animals who are intelligent enough to have figured out that self and social well being are different sides of the same coin. A society is a set of relationships which we can call a system. It has a determined structure and parts or subsystems that all contribute to the functioning of the total system giving it a character quite different from the individual parts.

We understand that interactions between and among people occur on several different levels of organization. From one to one communication to inter and intrainstitutional negotiations, we must all operate within the conditions established by the system or change the system.

In a real sense, social systems have to do with connections and communications. The social system provides the linkages among social institutions like family, religion, education, and government, and it establishes the social norms, as well as, the relationships between personal and social needs, and the way in which such needs are met. The social system also establishes forms and styles of interaction including cooperative, competitive, and combative behavior. The social system provides ways to accommodate and assimilate differences among people. That is, it finds ways to compromise or share goals and social identity.

The social system provides citizens with the cultural clues to make decisions about their lives and the life of society. It is sometimes explicit about certain things like social stratification or class, and often times implicit about ideas like due/process or prejudice. Knowledge of both explicit and implicit characteristics of the system is necessary for enlightened policy making.

Social System Generalizations

1. Human survival depends on living in groups. It is through group interaction that people learn human behavior characteristics and satisfy most of their needs, material and nonmate-

rial. Since human beings are gregarious, any understanding of humans must include an understanding of human groups.

2. Every society consists of smaller social units such as classes, racial and ethnic groups, clubs, associations, communities and neighborhoods. People band together in a wide variety of volunteer groups to meet their needs or to pursue common interests. Each of these participates in a different way in the total culture.

3. A set of related roles which are organized to attain a given goal constitutes an institution. All societies develop specific institutions to carry out their basic functions: political, legal, economic and social. Institutions are characterized by division of labor and specialization.

4. Groups differ in their purposes, organization, heritage and size. Group membership requires that individuals assume a variety of roles in society and consequently accept varied rights, responsibilities and opportunities. Everyone belongs to many groups and, therefore, groups overlap in membership. An individual's participation in several groups, however, may produce conflicting demands. Further, any group may change its objectives and its membership. Over time, groups tend to dissociate, losing members to new groups. The individual must therefore continually assess his relationship to various groups in terms of the demands made upon him and his identity as a person.

5. Members of social groups tend to cooperate in carrying out the necessary functions of community living and attaining common goals. Individuals who cannot fully accept other members of their groups, or other groups and their norms, may accommodate to them in order to remain in the group or larger community and enjoy the benefits of membership. Individuals and groups migrating to a new environment may assimilate to it, losing their existing modes of behavior and gradually taking on those of the new society.

6. Groups exercise social control over their members through a system of norms, mores and laws. Groups enforce their control by the use of formal and informal sanctions (rewards and punishments).

7. Individuals generally operate as members of communities. Although it has a fixed geographic location, the essence of community lies in the interaction of the individuals who comprise it. They are grouped together in a locality to cooperate and compete with one another for sustenance, survival and cultural values. Modern inventions have extended and increased the communities of man.

8. Groups are interdependent and rely on one another to attain the goods and services as well as the intangibles needed to function in society. Societies also depend on one another. Increasingly, all nations in the modern world are part of a global, interdependent system of economic, social, cultural and political life.

9. No society is completely harmonious. Individuals and groups compete as well as cooperate, and in all societies conflict develops between persons and groups. Controlled conflict sometimes leads to social change which facilitates the attainment of desired goals. Whether

social change constitutes progress or decline, however, ultimately depends on the perspective of the observer.

10. Every society, association or group gradually develops patterns of learned behavior accepted by and common to its membership. These patterns of beliefs, ideas, customs, values and symbols, along with their accumulated institutions and artifacts, make up the cultural "way of life" of the society and its associations and groups.

11. Social relations are shaped by culturally defined rights and obligations shared by members of a group. Each society has a distinct culture from any other, but specific components of a given culture may also be found in different cultures.

12. Role is determined by the expectations of others. In one culture nonconformity may be regarded as leadership behavior, and in others as deviance. Man occupies different roles as he moves from group to group.

13. Within any complex society, subcultures with varying patterns of belief and behavior are found. Often these subcultures are comprised of people who have migrated and are regarded as minority groups in the larger society.

14. Status is achieved by means of the prestige attached in a culture to such differences as wealth, education, occupation, age, race, sex and family. Groups tend to become ranked by society into a hierarchy of social classes according to such status factors. They are also often the victims of discrimination and prejudice on the same basis. Complex technological societies tend toward the greatest social stratification.

15. In an open-class society, an individual may move up or down in the social system and so experience significant change through group membership. Caste systems evolve when societies become rigidly stratified and allow little, if any, significant interaction among or mobility between social groups.

16. Culture is derived from the past, but must be adapted to the circumstances and imperatives of the present. Change may result from internal social forces, such as innovation and invention, or from contact with other societies and cultures. Societies that fail to continually adapt their institutions may experience cultural lag, social disorganization or exploitation or absorption by more aggressive and rapidly developing cultures.

17. If a society is to be preserved, it must instill in its members the necessary values and goals to motivate them to sustain the culture and develop the institutions that give meaning to life, such as art, ethics and religion. Accordingly, every society must develop institutions to aid the socialization of its members. People learn the values, skills, knowledge and other aspects of behavior necessary to preserve society primarily in families, but supported by other groups, such as schools, peers and social groups and institutions. Children growing up within a society tend to learn that its behavior patterns, norms and institutions represent the "right" values and that those of other societies are "wrong" values.

18. The extent to which one may understand the attitude or behavior of another depends on the experience and the breadth of knowledge one has of the culture and individual problems of the person he is attempting to understand. By employing empathy in the face of conflict, democratic governments are able to function more efficiently.

19. Communication is basic to the existence of culture and groups. Individuals and groups communicate in a variety of ways, not simply by language. Every type of communication, however, involves symbolism with meanings that vary from one group to another. Stereotyping and ethnocentrism are serious distorting elements in the communication process.

20. Individuals are affected by the population in which they live. Many individual, social and physical problems are influenced by changes in population. These problems may involve considerations of old age, youth, war, housing, employment, famine, pollution, transportation, education, government, life styles and medical care.

21. People's social relationships and behavior are affected by their distribution in geographic space. The environment influences the way people live and people, in turn, modify their environment. As people become more technically advanced, they are less influenced by the environment and more able to shape it.

APPENDIX B

Our Democracy Publications

A Generation Adrift: Civic Education and the Future of the Republic (1990). San Francisco: Foundation for Teaching Economics and Constitutional Rights Foundation.

Banaszak, R.A., Hartoonian, H.M. and Leming, J.S. (1991). *New Horizons in Civic Education*. San Francisco: Foundation for Teaching Economics and the Constitutional Rights Foundation.

Callahan, W.T. and Banaszak, R.A. (1990). *Citizenship for the 21st Century*. San Francisco: Foundation for Teaching Economics and the Constitutional Rights Foundation.

APPENDIX C

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